

**School Improvement Grant**

**Hayward Unified School District  
24411 Amador Street  
Hayward, California 94544-5000**

**County/ District Code:  
01-6119-00**

**LEA NCES Number:  
0616740**

**August 31, 2010**

# SIG Application Checklist

## Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at <http://www.cde.ca.gov/sp/sw/t1/regsig09rfa.asp>. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

☒ Form 1 Application Cover Sheet

(Must be signed in **blue ink** by the LEA Superintendent or Designee)

☒ Form 2 Collaborative Signatures

(Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)

☒ Form 3 Narrative Response

☒ Form 4a LEA Projected Budget

☒ Form 4b School Projected Budget

☒ Form 5a LEA Budget Narrative

☒ Form 5b School Budget Narrative

☒ Form 6 General Assurances

Drug Free Workplace Certification

Lobbying Certification

Debarment and Suspension Certification

☒ Form 7 Sub-grant Conditions and Assurances (three pages)

☒ Form 8 Waivers Requested

☒ Form 9 Schools to Be Served Chart


☒ Form 10 Implementation Chart for a Tier I or Tier II School

☒ n/a Form 11 Implementation Chart for a Tier III School, (if applicable)

**SIG Form 1—Application Cover Sheet****School Improvement Grant (SIG)  
Application for Funding****APPLICATION RECEIPT DEADLINE  
July 2, 2010, 4 p.m.**

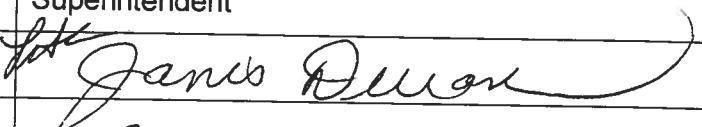
Submit to:  
California Department of Education  
District and School Improvement Division  
Regional Coordination and Support Office  
1430 N Street, Suite 6208  
Sacramento, CA 95814

**NOTE:** Please print or type all information.

|  |                                     |  |
|--|-------------------------------------|--|
| <b>County Name:</b><br>Alameda County  |                                     | <b>County/District Code:</b><br>01-6119-00                               |
| <b>Local Educational Agency (LEA) Name</b><br>Hayward Unified School District  |                                     | <b>LEA NCES Number:</b><br>0616740                                       |
| <b>LEA Address</b><br>24411 Amador Street  |                                     | <b>Total Grant Amount Requested</b><br>\$16,000,000.00                   |
| <b>City</b><br>Hayward, CA.  | <b>Zip Code</b><br>94540-5000       |  |
| <b>Name of Primary Grant Coordinator</b><br>Leticia Salinas  |                                     | <b>Grant Coordinator Title</b><br>Executive Director of Academic Affairs |
| <b>Telephone Number</b><br>(510) 784-2655  | <b>Fax Number</b><br>(510) 784-2656 | <b>E-mail Address</b><br>lsalinas@husd.k12.ca.us.                        |
| <b>CERTIFICATION/ASSURANCE SECTION:</b> As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.<br>I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete. |                                     |  |
| <b>Printed Name of Superintendent or Designee</b><br>Ms. Janis Duran   |                                     | <b>Telephone Number</b><br>(510) 784-2640                                |
| <b>Superintendent or Designee Signature</b><br>   |                                     | <b>Date</b><br>8/31/10   |

### Assurance of Fulfillment of Program Requirements with Reduced Grant Award

I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

|                                    |  |
|------------------------------------|--|
| Agency Name:                       | Hayward Unified School District  |
| Name of Authorized Executive:      | Ms. Janis Duran  |
| Title of Authorized Executive:     | Superintendent   |
| Signature of Authorized Executive: |  |
| Date:                              | 8-31-10  |

The original submission of the Hayward Unified School District's application for the School Improvement Grant contains all of the original collaborative signatures. Our original submission also contained original copies of letters of support located in the appendix. Per Mr. Thomas Williamson, CDE, our original submission was received at CDE on June 16, 2010. Please refer to that submission for original collaborative signatures and letters of support. Thank you.

## Salinas, Leticia

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**From:** Thomas Williamson [TWilliamson@cde.ca.gov]  
**Sent:** Friday, June 18, 2010 1:19 PM  
**To:** Salinas, Leticia  
**Cc:** RCSO  
**Subject:** 2009-10 School Improvement Grant (SIG): Hayward Unified

California Department of Education  
School Improvement Grant E-Confirmation  
Date/Time: 6/18/2010 1:19:12 PM  
Application Received: 6/16/2010  
Delivery Type: US Mail  
User: ThW  
Date Entered into System: 6/16/2010  
Application Status: Complete

Thank you for submitting the 2009-10 SIG application. Hayward Unified's application was received on 6/16/2010 and this e-mail serves only as confirmation that we have received your application.

Original, two copies, one electronic copy.....Received and Accepted  
Form 1 Application Cover Sheet.....Received and Accepted  
Form 2 Collaborative Signatures.....Received and Accepted  
Form 3 Narrative Response.....Received and Accepted  
Form 4a Projected District Budget.....Received and Accepted  
Form 4b Projected School Budget.....Received and Accepted  
Form 5 Budget Narrative.....Received and Accepted  
Form 6 General Assurances.....Received and Accepted  
Form 7 Sub-grant conditions.....Received and Accepted  
Form 8 Waivers Requested.....Received and Accepted  
Form 9 Schools to be served chart.....Received and Accepted  
Form 10 Implementation Chart, Tier I and II...Received and Accepted  
Form 11 Implementation Chart, Tier III.....Received and Accepted  
Board Meeting Minutes.....Received and Accepted

If you have fiscal or Web related questions call Ray Gordon at 916-324-3278.  
For programmatic questions see our contacts page at  
<http://www.cde.ca.gov/sp/sw/t1/sig09contacts.asp>.

**Collaborative Signatures:** The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

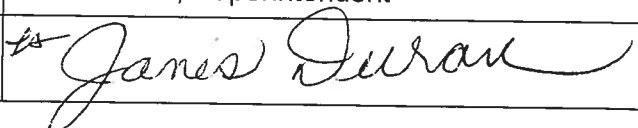
[illegible]

**SIG Form 2--Collaborative Signatures (page 2 of 2)**

**School District Approval:** The LEA Superintendent must be in agreement with the intent of this application.

| <b>CDS Code</b>  | <b>School District Name</b>     | <b>Printed Name of Superintendent</b> | <b>Signature of Superintendent</b> |
|--|---------------------------------|---------------------------------------|------------------------------------|
| 0161192  | Hayward Unified School District | Ms. Janis Duran                       |                                    |
| <b>CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY</b> |                                 |                                       |                                    |

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

|  |   |
|--|---|
| <b>LEA Name:</b>                         | Hayward Unified School District   |
| <b>Authorized Executive:</b>             | Janis Duran, Superintendent   |
| <b>Signature of Authorized Executive</b> |  |



**i. Needs Analysis****Response:****Introduction to the HUSD SIG Initiative:**

The Hayward Unified School District (HUSD), an urban public school district located in the San Francisco Bay Area, respectfully requests a grant in the amount of \$24 million over three years from the California Department of Education's School Improvement Grant (SIG) program. These funds will be used to support school reform efforts at four schools within the district. Specifically, HUSD seeks SIG funds to **turnaround** or significantly **transform** these schools over the next three years, by dramatically increasing academic excellence and student success.

The HUSD School Improvement Grant (SIG) Initiative will focus on three elementary schools and one high school. In March 2010, three of the four schools were identified by the California Department of Education (CDE) on the states "persistently low-achieving schools" list. Two of the elementary schools selected are listed as Tier I and the high school is ranked on the Tier II list. The fourth school, an elementary school, is included on CDE's Tier III list and is included in this project because of its persistently poor academic performance. This school also serves as the main elementary "feeder" school for the SIG target high school. Therefore, the SIG Initiative can play an important early intervention role for students in that pipeline.

The CDE's identification of these schools was accompanied by a mandate from the state for school districts to take steps as soon as possible to introduce structural changes and instructional interventions at their lowest performing schools in order to significantly improve academic achievement levels and educational outcomes for the students served. With that mandate in mind, and in view of the fact that CDE had announced that it would hold a School Improvement Grant (SIG) competition in June, HUSD embarked on an intensive three-month planning process for its SIG Initiative.

**Overview of the Needs Analysis Process:**

HUSD's SIG Initiative is based on a thorough needs analysis, conducted over several months and involving feedback from key stakeholders at each of the targeted schools, as well as from the larger community. The needs analysis process consisted of three concurrent and interrelated steps: 1) compilation of school and student academic performance data on state assessments for the sites selected; 2) analysis of this data and solicitation of input from school staff and school advisory groups from the four target school sites, as well as public input; and 3) assessment of gaps and weaknesses in current services and practices at these target schools that might negatively affect student performance and impede their progress along academic pathways and career pipelines.

This combination of input and information was then used to develop the proposed strategies and solutions outlined in this grant proposal. A more detailed description of the three steps in the needs analysis process follows:

**1) Compilation of School and Student Performance Data**

The proposed SIG Initiative is part of an overall school reform movement underway in Hayward as the local school district and its community partners continue to look at how to more effectively deliver services in a time of economic turmoil and ensure a better return on investment, in terms of more students a) demonstrating proficiency on state tests in reading/language arts and math; b) meeting high school graduation requirements; and c) graduating from high school ready for college and careers.

At the core of this school reform movement is student data. All district discussions are informed and driven by an analysis of school and student performance figures and all proposed solutions—including the implementation of the state-mandated SIG intervention models—must be tied to and show a clear improvement in the following district identified **academic performance indicators**:

- **Adequate Yearly Progress (AYP)**: The No Child Left Behind Act of 2001 requires that schools annually meet the following four AYP criteria:
  1. **English Language Arts and Mathematics Proficiency on State Assessment Tests**: The percentage of students (overall and by sub-group) who score at the Proficient or Advanced Performance Level in English Language Arts (ELA) and Mathematics on the statewide assessment tests, the California Standards Test (CST) for elementary and middle school students and the California High School Exit Exam (CAHSEE) for high school students.
  2. **Student Participation Rates on State Assessment Tests**: Meeting the 95% or more criteria in terms of percentage of students (overall and by sub-group) taking the statewide assessments in ELA and Mathematics.
  3. **API Growth**: Growth in Academic Performance Index (API) scores.
  4. **Graduation Rates**: District and school ability to meet high school graduation rate criteria (for overall students and disaggregated by sub-group).
- **Academic Performance Index (API)**: The API measures the performance and growth of schools and districts based on test scores of students in grades 2 through 12. The California Department of Education (CDE) calculates the API using the results of the STAR (Standardized Testing and Reporting) program and the California High School Exit Exam (CAHSEE). The API indicates how well students in a school or district performed on the previous year's tests. The statewide target API score is 800 for districts, schools, and student sub-groups.

HUSD and its partners also looked at a variety of other indicators of school and student success in order to measure the health of the district's schools and develop interventions, programs, and services to meet student needs. Other data includes: student attendance rates, truancy/suspension rates, dropout rates, school climate, enrollment in a-g and Advanced Placement (AP) courses, student and community health statistics, and the academic progress of English Language Learners. All of these factors were taken into consideration in selecting the HUSD target schools for the SIG Initiative.

In preparation for the CDE's 2010 SIG competition, HUSD's Superintendent Janis

Duran identified three groups to lead the SIG planning process (see Appendix):

1. the **SIG Planning Group**, to plan the site and community input meetings;
2. the **SIG Strategy Group**, a smaller group of district administrators and an external consultant to plan the agenda for the SIG Planning Group meetings;
3. the **SIG Work Group** (one for each site), composed of school, union, parent, and student representatives to identify the pros and cons of each intervention model and, once the model was selected, to continue to review data and select concepts for the SIG project at their school.

The SIG Planning Group consisted of the Superintendent, the Executive Director of Academic Affairs, the Executive Director of Student and Family Services, the Assistant Superintendent of Human Resources, the Certificated Director of Human Resources, the Classified Director of Human Resources, the Director of Federal and State Programs, the Director of Special Education, the Director of Student and Family Support, the Director of Standards Assessment Research Evaluation, and an outside facilitator with experience in leading educational groups on reform efforts. The SIG Strategy Group consisted of six members of the larger SIG Planning Group: the Superintendent, the Executive Director of Academic Affairs, the Executive Director of Student and Family Services, the Assistant Superintendent of Human Resources, Director of Standards Assessment Research Evaluation, and an external consultant with expertise in DAIT and national school reform efforts.

The district's first task was to compile data on academic performance indicators for the identified low-performing HUSD schools, including AYP and API scores and multiple data elements regarding school health and climate. Specific assessment instruments reviewed included:

- 2008-2009 HUSD *Accountability Progress Report* (August 2009)
- 2009 HUSD *District Academic Program Survey* (prepared by WestEd)
- 2009 *Burbank, Harder, Longwood, Tennyson Academic Program Surveys*
- 2009 HUSD *DAIT Progress Report* (prepared by WestEd)
- 2008-2009 HUSD *Least Restrictive Environment (LRE) Self-Assessment*
- 2009-2010 HUSD *Title III Work Plan Tracker and Monitoring Visits*
- 2009-2010 *School Site Plans (SPSA) for Burbank, Harder, Longwood, and Tennyson*
- 2008-2009 HUSD *School Accountability Report Cards (SARC)*
- 2009 Teacher Attendance Report, compiled by HUSD Human Resources Dept.

In addition to the assessment instruments listed above, HUSD also used the 2009 *Data Compilation for School Health Needs Assessment*, produced by the Alameda County Public Health Department Community Assessment, Planning, and Evaluation (CAPE) Unit for Alameda County School Health Services Coalition. This report provides a broad-based assessment of multiple factors that contribute to student success. It is based on the Community Schools Model and uses a comprehensive framework for understanding the variety of factors that contribute to youth success and well-being. The Community Schools Model uses a set of ideal "conditions for learning" that describe the factors necessary to educate students to high standards. The report was used in the data discussions with key stakeholders and community input groups to show the need to strengthen academic, family, and community supports at the target schools. (See summary data findings in Section ii-*Selection of the Intervention Models.*)

## **2) Analysis of Data and Solicitation of Input from Key Stakeholders**

School and community involvement is critical for a successful SIG project. Both of the CDE intervention models identified by the district, the Turnaround Model and the Transformation Model, require an extensive restructuring and re-envisioning of the way services are delivered at each school and a drastic change in school culture, from a culture of low expectations and failure to a vibrant educational environment with rigorous academic standards, parent and community involvement in student learning, and, most importantly, an expectation of success for all students. All administrators and teachers hired for the four SIG target schools must commit to participate fully in the implementation of the particular SIG intervention model selected for their school.

HUSD's school reform effort began in late spring of 2009 when the HUSD Board of Education reviewed the progress of all Year 4 and 5 Program Improvement (PI) schools. At a public board meeting, the Board directed PI schools to align their resources and instructional practices in order to improve student achievement to exit Program Improvement during the 2009-2010 school year. At its January 13, 2010 meeting, the Board of Education directed district staff to identify specific Year 4 and 5 PI schools for possible restructuring. At its January 27, 2010 Board of Education meeting the Board approved restructuring criteria to be used to identify the PI schools to restructure. At its February 10, 2010 board meeting the Board approved Harder Elementary School and Longwood Elementary School as the two Year 4 and 5 schools in the district to restructure. Public input was solicited and received at all of the above-mentioned Board of Education meetings.

On March 8, 2010 the California Department of Education (CDE) named three HUSD schools to the "persistently low achieving schools" Tier I and Tier II list. A fourth school, Harder Elementary School, is included on the Tier III list. Immediately after this announcement the HUSD Superintendent and staff formed the SIG Planning Group and the SIG Strategy Group to develop the process for public input and Board recommendations for school restructuring and redesigning these schools.

Starting in March, HUSD district officials held four public HUSD Board meetings and 13 informational meetings with the four target school communities to gather input from teachers and administrators at each site (see detailed list of all target school and public meetings in Section xi). Basic information on the SIG intervention models and on the academic indicators for each school were presented during these meetings, questions were answered, and initial input was solicited. The Superintendent also created work groups of teachers and administrators from each target school to review data in more depth and to discuss strategies and solutions to be incorporated into the district's SIG Initiative and the 2010 SIG application.

As part of the planning effort, HUSD district officials informed union representatives and local agencies about the SIG goals and sought their preliminary cooperation, collaboration, and agreement. Negotiations with the local bargaining units have begun and will center on structures and processes to put in place that will lead to opportunities for continued conversations about teachers/staff incentives, career ladders, evaluation protocols, and teacher/staff expectations during and beyond the life of the grant.

## **3) Assessment of Gaps and Weaknesses in Existing Services and Practices**

As part of the meetings with the target school work groups, the SIG committee solicited specific feedback from administrators and teachers about what was working

and what was not working at their school, in terms of instructional services and practices. The work groups discussed gaps and weaknesses in the areas listed below and brainstormed what they would like to see implemented at their school in order to help them more effectively support student learning. (Note: As of this date, three of the four principals at the SIG target schools have been replaced and we are in process of selecting a new Principal and a new Assistant Principal for Tennyson High School. Other staffing changes will meet the requirements of the individual model, as in the case of the Turnaround model, which requires replacing a large percentage of current teachers and not rehiring more than 50% of the current staff. Discussions on solutions and strategies will continue during summer 2010 when all schools have staff in place.)

*Use of Standards-Aligned Instructional Materials and Targeted Interventions:*

All four target schools currently use state adopted/approved instructional materials, including materials for English Language Arts (ELA) and Mathematics intensive intervention classes. In addition, district-adopted pacing guides, as well as formative and benchmark assessments have been developed to support the use of the state-approved materials and to monitor student progress. Results of district oversight visits show that implementation of the use of the adopted instructional materials, pacing guides, and assessments is inconsistent and not at full capacity at any HUSD school, including the four SIG target schools.

Each target school currently has some intervention classes in place but the intervention classes are a) not implemented school-wide; b) not implemented as part of a coordinated instructional program; c) not vertically aligned from one grade to another; and d) not fully aligned with the state content standards. The SIG Planning Group and the SIG Work Group at each school recommended additional specific interventions to use with their students and requested that HUSD provide the necessary training to implement those interventions fully and in a collaborative and coordinated way, across the curriculum, and across grade levels.

*Curriculum Pacing and Appropriate Use of Instructional Time:*

The required instructional time for ELA, ELA Intervention, Math, Math Intervention, and ELD/ALD (Academic Language Development) is in place for all HUSD schools (see Section iv-*Alignment of SIG Activities with Current DAIT Process*). However, at the elementary level, due to preparation schedules, sites are unable to have the uninterrupted 2.5 hour block of time for ELA during the school day. In addition, many of the students at the targeted schools are not performing at grade level and require additional instructional support. Because of the level of academic supports required, a large percentage of these students need additional instructional time to participate in specialized or elective classes.

The SIG input work groups have requested that the school day be extended in such a way as to allow more students to participate in tutorials, advanced instruction, and specialized learning activities that may support them in their educational and career pathways. This will allow more students to "catch up" academically and participate in college and career readiness activities, preparing them for higher education and high-skill, high-wage jobs.

*Faculty Professional Development, Collaboration, and Instructional Support:*

Currently, HUSD provides three professional development days during the school year with workshops and presentations on classroom management and multiple instructional initiatives. For example, during the summer of 2009, teachers were

provided with a series of five-day workshops on the newly-adopted Mathematics programs for grades K-12 including *Algebra Readiness* and *Number Worlds*. A series of five-day workshops was also provided on the newly-adopted English Language Arts (ELA) intervention programs, *Inside* (grades 4-8) and *Edge* (grades 9-12). During the 2009-2010 school year HUSD teachers and administrators adopted a new state-approved ELA program for grades K-10 and will provide a series of five-day workshops on pedagogy and content for the new programs in summer 2010.

The district's current professional development format provides an overview of materials, pedagogy, and lesson design, however, does not allow for ongoing support and monitoring of implementation of learning provided during these teacher training sessions. The current professional development format is limited in several important ways: 1) professional development is only provided periodically; 2) the training provided is generally at the introductory level and does not necessarily include more personalized, differentiated training; 3) application is optional (i.e., it is not linked to mandatory hands-on implementation in the classroom); 4) coaching support is available but only by request of the teacher; and 5) trainings are not differentiated by school.

Teacher quality and experience is also a consideration in terms of planning professional development activities. To date, there has been limited professional development in the area of teacher motivation and engagement. Based on feedback from students and parents during public input sessions, this is an issue that must be addressed parallel to improving instructional strategies and instructional lesson design.

The SIG work groups discussed the kinds of training teachers at the SIG target schools need in order to improve academic achievement and implement school changes at the level required by the state-mandated intervention models. These recommendations have been integrated into the plan for the three-year SIG project.

#### Capacity to Use Student Data to Inform Instruction:

HUSD has the technological capacity and systems in place to gather and disseminate student performance data down to the classroom and individual student level. Currently, this data is used by district administration to analyze and report on student performance trends and evaluate school success. The analysis of state assessment data is distributed to school administrators and teachers at the beginning of the school year. Local assessment data is also provided for each 6 to 8-week formative assessment and for each trimester/semester assessment.

Currently, the use of this data, and the data system, is inconsistent and though mandated, not used by all teachers or sufficiently monitored by site administrators. As a result, there are some teachers who do not use student data to inform instruction.

What the target schools need is the consistent, intentional use of data in the form of data study sessions. The data study sessions will be mandated and frequent, occurring at a minimum of every 6 to 8 weeks. During these sessions school administrators, the SIG Coordinator and teachers will review and discuss the data for their students and immediately make the instructional or structural interventions necessary for students not meeting the grade level benchmark score. Staff will regularly revisit the data to evaluate if the interventions are successful in improving student performance.

The HUSD SIG Initiative requires the continuous and intentional use of student performance data to inform and refine instructional strategies. Teacher use of state and local assessment data will be required and monitored by the principal and SIG Coordinator monthly. In addition, each site will have a data coach to support teachers with the analysis and use of data to target and improve instruction.

**Alignment of Federal, State, and Private Fiscal Resources for School Improvement:**

The SIG Initiative presents a promising opportunity for the target schools to work together to leverage funds for school improvement efforts. If these schools can demonstrate that the intervention models they have adopted make a difference in improving student academic achievement levels, then the district will be able to present this data to funding agencies as a viable model for educational reform. (See Section v-*Alignment of Other Resources with the Selected Intervention Models* and Section viii-*Sustainment of the Reforms after the Funding Period Ends*.)

**Staff Effectiveness in Implementing Instructional Methods and Interventions:**

Another topic of major discussion with the SIG Work Groups at each targeted school was staff effectiveness with underrepresented students. Teachers at the target schools have an average of 10+ years of experience and the district has offered them multiple professional development opportunities. However, as shown in the needs analysis, the rigor of instructional practices and classroom content has not risen to the level necessary to improve the academic achievement levels of the district's neediest students, specifically the significant sub-groups of Hispanic/Latinos, African-Americans, English Learners, and Students With Disabilities.

Teachers need embedded professional development, i.e., ongoing individualized academic coaching in order to integrate new methods into their classroom instruction. They need to belong to a "professional learning community" of teachers dedicated to refining their practice, sharing ideas, collaborating, and engaging in informal peer review and support aimed at improving teaching practices school-wide. They need to engage in the intentional and continuous use of student performance data to evaluate their own effectiveness as teachers and make adjustments as needed. A new teacher evaluation system and staff incentives will be negotiated during the 2010-2011 school year to ensure the SIG requirements are met.

Principal effectiveness is also a key issue. Principals must be in the classrooms, monitoring student learning, and promoting the continuous use of rigorous instructional practices, state-adopted materials, and the continuous use of student data to inform decisions around academic programs for students. The four principals at the SIG target schools will be directly supervised and evaluated by the Superintendent on their effectiveness as it relates to improved student performance and leadership skills.

**ii. Selection of Intervention Models**

**Response:**

**Selection and Assignment of the Intervention Models:**

On April 28, 2010 the Hayward Unified School District (HUSD) Board of Education officially approved the following intervention models for the four target schools:

| <b>Transformation Model</b>        | <b>Turnaround Model</b>             |
|------------------------------------|-------------------------------------|
| Burbank Elementary School (Tier I) | Longwood Elementary School (Tier I) |
| Tennyson High School (Tier II)     | Harder Elementary School (Tier III) |

The models for each target school were selected through a series of public input sessions attended by all stakeholders (see Section xi-*Consultation with Relevant Stakeholders* for a detailed list and summary minutes of stakeholder meetings). The process began with an informational meeting for all four target schools, including

Harder Elementary School. The discussion took place in two phases.

The first discussion phase involved the review of all intervention models, with each school's SIG Work Group identifying the "pros" and "cons" of each model for their site. The SIG Work Group reviewed achievement data and other data sources, as listed in Section i-Needs Analysis, and used this student performance and school data to discuss the likelihood of each of the four intervention models improving the data reviewed. For example, at Tennyson High School a group of 20 students, representing multiple sub-groups at the high school, highlighted the "pros" of the Transformation Model. Their list of "pros" for this model included: increasing graduation rates; increasing the school day; adding AP classes; adding teacher coaches; and implementing a new teacher and principal evaluation system. Students also noted the following "cons" for this model: it does not require replacing teachers who do not meet the needs of students, and implementing a longer school day will have a negative impact on students who are in sports that meet after school or students who have jobs after school.

During the second discussion phase, the HUSD Superintendent and SIG Planning Group reviewed all input on the "pros" and "cons" from each SIG Work Group. Based on this input, the Superintendent selected and recommended an intervention model for each of the four target schools. Simultaneously, the Superintendent published the SIG Work Group input in the April 28, 2010 HUSD Board agenda packet and on the HUSD website, to allow for additional opportunities for public input prior to and during the April 28, 2010 board meeting. The HUSD Board of Education then approved the recommendations for the SIG intervention models at its April 28, 2010 board meeting.

#### **Rationale for the Selection of the Intervention Models:**

Burbank and Tennyson were selected for the Transformation Model because the SIG Work Groups and community stakeholders at each site realized the need to make changes to the content and delivery of their instructional programs and to transform the overall vision and culture of their schools. Once the 2010-2011 school staff is in place, they will implement the model as outlined in the SIG application and also make the necessary adjustments needed to address the most urgent reforms for their site identified through the needs analysis.

Longwood and Harder were selected for the Turnaround Model because this model requires significant staff restructuring, in addition to replacing the principal. This restructuring will allow for an infusion of new teachers at each target school, helping to jumpstart much-needed changes in instructional practices and pedagogical approaches and support the creation of a professional learning community of administrators, teachers and support staff dedicated to inquiry and innovation in classroom instruction and lesson study.

While Harder Elementary is a Tier III school and, therefore, not required to implement one of the four intervention models, the HUSD Board of Education previously took action to restructure this school for the 2010-2011 school year. The HUSD Board believes that the Turnaround Model is an excellent vehicle for making the necessary instructional and structural changes at Harder. In order to allow for HUSD to apply for SIG funds for Harder, their SIG Work Group followed the same process as the other SIG target schools in terms of input on the intervention model and recommendations. In addition, HUSD has replaced the Harder principal for the 2010-2011 school year.

Both Harder and Longwood will also incorporate select activities from the Transformation Model in order to strengthen the Turnaround Model at their school. The



four target schools will form a SIG professional learning community, sharing experiences and practices with one another (see information on governance model in Section iii).

#### **Data Supporting Selection of Intervention Models:**

All of the target schools will benefit immensely from the implementation of the SIG intervention model selected for their site. Three of the schools have already been cited by the state as persistently low-performing and in need of immediate and serious intervention. The analysis of student performance data for each target school, conducted by HUSD as part of the planning process for its SIG Initiative, also confirms this need. All of the target schools selected show ongoing low performance on key academic performance indicators, as measured by the two main assessment tools used by the district (AYP, API):

#### **A. Adequate Yearly Progress (AYP) Data for Target Sites:**

Data Sources: 2009 HUSD Accountability Progress Report (based on data from the CDE's 2009 Accountability Progress Report for each school) and School Accountability Report Cards (SARC).

Summary Findings: (See Section ix for detailed discussion of baseline figures.)

- Progress Meeting AYP Criteria: All four target schools have failed to meet the AYP criteria set for their particular school.
- Progress Toward Program Improvement: All three elementary target schools are Program Improvement (PI) Year 5.
- State Assessment Tests: All four target schools are performing below the state target in terms of student proficiency on the state assessments, in both English Language Arts (ELA) and Mathematics. Burbank, Harder, and Longwood have less than 30% of students scoring proficient in ELA on the California Standards Tests (CSTs); at Tennyson, only 34% of 10<sup>th</sup> graders scored proficient in ELA on the California High School Exit Exam (CAHSEE).
- Only 30.7% of Hispanic/Latino students, 34.4% of African American students, 25.8% of English Learners, and 21.7% of Students with Disabilities are meeting the statewide targets for proficiency in ELA.
- Only 36.2% of Hispanic/Latino students, 29.0% of African American students, 35.8% of English Learners, and 22.4% of Students with Disabilities are meeting the statewide targets for proficiency in Mathematics.
- Participation Rate for State Assessment Tests: In 2009 Tennyson did not meet the AYP participation rate target of 95% for school-wide and for SES students. It also did not meet the AYP participation rate in Mathematics for SES students.
- Graduation Rate: While Tennyson High School did meet the 2009 AYP graduation requirement through the average two-year change process, its graduation rate is consistently the lowest of the three HUSD comprehensive high schools and lower than the district and county averages.
- The graduation rate for Tennyson has declined from 85.2% in 2008 to 79.6% in 2009 (the current AYP target is 83%).
- API Growth Indicator: In 2009, Longwood Elementary School did not make the AYP's API growth indicator set for the school.

#### **B. Academic Performance Index (API) Data:**

**Data Sources:** 2009 HUSD Accountability Progress Report (based on data from the CDE's 2009 Accountability Progress Report for each school) and School Accountability Report Cards (SARC).

**Findings:**

- District 2009 Growth API Scores range from 512 to 802. For the last three years, Tennyson High School has the lowest Growth API Score of the three HUSD comprehensive high schools.
- All four target schools rank far below the state API goal of 800 and below the district Growth API of 690 (2009 Growth API scores: Burbank-670; Harder-666; Longwood-641; and Tennyson-607).
- In 2009 Longwood and Harder met no Growth API targets.
- Over the last five years (2005-2009), API scores for three of the four SIG target schools have actually declined. Decline by school: Tennyson—24 points; Harder—53 points; and Longwood—39 points.

**C. Additional Data Contributing to Student Performance:**

**Data Sources:** 2009 HUSD Accountability Progress Report (based on data from the CDE's 2009 Accountability Progress Report for each school) and School Accountability Report Cards (SARC); 2009 HUSD Data Compilation for School Health Needs Assessment; California Healthy Kids Survey, 2007-2008; California Department of Education Data Partnership data, 2007-2008; *Select Indicators for Cities in Alameda County* (2007), Alameda County Public Health Department.

**Findings:**

**Achievement Gaps for All Students and for Significant Student Sub-Groups:**

District data reveals that the majority of students at the target schools are performing poorly when compared to students in other California schools. The following chart outlines student proficiency levels for all students at each of the four sites in the core subjects of English Language Arts and Mathematics vs. schools statewide.

| <b>SIG Schools: California Standards Test Scores in Core Subjects</b> |  |                    |
|---|--|--------------------|
| <b>School</b>   | <b>Percent Proficient or Higher</b>                |                    |
|   | <b>English Language Arts<br/>(reading/writing)</b> | <b>Mathematics</b> |
| Burbank Elementary School   | 29%  | 36%                |
| Harder Elementary School  | 24%  | 37%                |
| Longwood Elementary School  | 25%  | 31%                |
| <b>California elementary schools</b>                                  | <b>53%</b>   | <b>59%</b>         |
| Tennyson High School  | 26%  | 10%                |
| <b>California high schools</b>  | <b>46%</b>   | <b>24%</b>         |

Low performance rates in these two core subjects, which are the building blocks for academic advancement, are a warning sign that many students at the designated SIG target schools are at risk of academic failure and of not making it through the educational pipeline. The needs analysis shows this is particularly true for the following sub-groups of HUSD students: Hispanic/Latino students, African American students, English Learners, Students With Disabilities, and Socio-economically Disadvantaged

Students (SES), who, statistically, have lower test scores and, in the case of Hispanic/Latino students, higher dropout rates than other student groups.

The performance of these sub-groups is of particular concern to the target schools' administrators and teachers because they represent the majority of each school's student population (see school profile chart to follow). All four target schools have a large majority population of Hispanic/Latino students and high percentages of English Language Learners (85% are Spanish-speaking), particularly the elementary schools.

All four target schools also have high percentages of students from low-income families, as indicated by the percentage of students participating in the Free/Reduced Price Lunch program, a key poverty indicator. The three target elementary schools have some of the highest Free/Reduced Price Lunch percentages in the district (note: the percentage is lower for Tennyson not because of higher family income levels but because high school students typically do not use this program). These factors influence the types of interventions and instructional materials proposed for these schools as part of the school reform efforts.

| <b>Key Underperforming Student Sub-Groups: Percentage by SIG School<br/>(2008-2009)</b> |  |                              |   |
|---|--|------------------------------|---|
| <b>School</b>   | <b>% of<br/>Hispanic/Latino<br/>Students</b> | <b>% of<br/>ELL Students</b> | <b>% of<br/>Free/Reduced Price<br/>Lunch Students</b> |
| Burbank   | 79%  | 59%                          | 83%   |
| Harder  | 65%  | 51%                          | 73%   |
| Longwood  | 77%  | 57%                          | 78%   |
| Tennyson  | 56%  | 31%                          | 55%   |
| <b>HUSD total</b>   | <b>54%</b>                                   | <b>34%</b>                   | <b>61%</b>  |
| <b>County total</b>   | <b>N/A</b>                                   | <b>N/A</b>                   | <b>35%</b>  |

**Family Economic Background and Educational Attainment Data:**

According to district data, the rate of poverty among HUSD families is nearly double that observed countywide. As indicated by the Free/Reduced Price Lunch data for each target school, the majority of students at these schools come from economically-disadvantaged families. The parents of these students also have low educational attainment rates compared with the parents of elementary or high school students countywide, making it even more important for these schools to instill high academic standards, create a college-going culture, and offer college readiness programs.

| <b>Family Background for Students at SIG Schools<br/>(2008-09)</b> |                                    |                                      |  |
|--|------------------------------------|--------------------------------------|--|
|  | <b>Socioeconomic<br/>Indicator</b> | <b>Parents with<br/>some college</b> | <b>Parents with a<br/>college degree</b> |
| Burbank  | 83%                                | 37%                                  | 16%                                      |
| Harder   | 73%                                | 44%                                  | 22%                                      |
| Longwood   | 78%                                | 29%                                  | 13%                                      |
| Tennyson   | 55%                                | 40%                                  | 15%                                      |
| <b>County Average</b>  | <b>35%</b>                         | <b>69%</b>                           | <b>48%</b>                               |

**School Climate and Student Engagement Data:**

School climate and student engagement are also concerns for the SIG target schools. Tennyson High School has the highest 2008-2009 truancy rate (27%) of the

three HUSD comprehensive high schools and the second highest high school suspension rate (11%). Interestingly, the number of suspensions for Harder Elementary School, one of the main “feeder” schools for Tennyson, jumped 60 percent from the 2006-2007 school year to the 2008-2009 school year. At both Tennyson and Harder, the majority of the suspensions were for violence or drug-related incidents. Clearly, early intervention at Harder will help both schools.

In evaluating school climate and school engagement, HUSD refers to data from the California Healthy Kids Survey and the CDE Data Partnership on student perceived safety at school. Examples of the data provided through these two data sources are: the number of incidents of verbal and physical harassment, the percent of students offered drugs on campus, and the percent of students with caring adult relationships in and outside of school. Research shows there is a direct correlation between perceived safety at school and the percent of students with a caring adult relationship, both at the elementary and high school level, pointing to the need for positive teacher-student relationships and for parent and community involvement in the schools.

#### **Student and Community Health Data:**

HUSD also incorporated the use of student and community health data in order to develop the family education component of its SIG project. According to recent statistics released by the Alameda County Public Health Department, fitness levels among children and adults in Hayward are shockingly low and poor health indicators are among the highest in the county. Hayward has the highest prevalence of overweight children in Alameda County. More than 45 percent of HUSD students are overweight, compared with 30 percent countywide. Results from the 2009 California Fitness Tests show 83 percent of HUSD 9<sup>th</sup> graders are “physically unfit.”

In Hayward the adult obesity rate is now 23 percent—approximately 25 percent higher than the county rate. Hayward leads the county in diabetes-related hospitalization and mortality and ranks fourth in heart disease mortality. Within certain ethnic groups (Latinos; African Americans), rates of diseases such as diabetes are higher than the norm. There is also a correlation between income level and access to healthcare, meaning that low-income families are more at risk for health related issues. Given these statistics, nutrition awareness and fitness activities will be incorporated into the extended school community model developed as part of the SIG Initiative.

#### **Impact of Needs Analysis on Program Planning for SIG Models Selected:**

The data collected and indicators reviewed during the needs analysis have already been used and will continue to be used to develop a comprehensive school intervention program at the four SIG target schools. The findings from the needs analysis had a major influence on the types of intervention activities and resources incorporated into the SIG Initiative at this initial stage of planning. Examples of strategies that emerged out of the needs analysis data and school, parent, and community input include:

- Intensive focus on improving instruction and student performance in ELA and Math
- Extensive support services for English Language Learners
- Expanded college and career readiness activities specifically geared toward educationally under-prepared students and first generation college goers
- Extended day and weekend instruction and enrichment activities, combined with student activities that will create a positive and safe school community that is free from gangs, drugs and crime
- Structured activities to promote student engagement and fellowship among and within the diverse groups of students and parents at the target schools

- On-site family literacy activities, including college application information days/nights and nutrition and physical fitness awareness
- Computer literacy and access for all students and their families

### iii. **Demonstration of Capacity to Implement Selected Intervention Models**

#### **Response:**

The Hayward Unified School District (HUSD) has the capacity to implement the selected intervention models at each of the Tier I, and Tier II schools as well as the selected Tier III school. The comprehensive School Improvement Grant (SIG) intervention initiative for Burbank, Longwood, Tennyson, and Harder is designed to address the following elements:

- a) the **academic need indicators** for each target school, as identified in the pre-application needs assessment;
- b) the **required priority areas and activities** of the selected intervention models, as delineated by the California Department of Education; and,
- c) the **individual programmatic needs of each target school**, incorporating ideas and requests gathered during feedback sessions with and surveys of key stakeholders (principals, teachers, parents, students, community members).

The SIG Initiative will be a multi-year campaign to transform or turnaround some of the district's lowest performing schools and establish a model for school reform that can be replicated in other underperforming schools throughout the district. This comprehensive reform effort will result in major changes in structure, instruction, school climate, and organizational culture at each of the targeted schools and, ultimately, lead to significant improvements in the academic performance and educational outcomes for the students served by these schools. Key elements of the initiative include:

- Developing and executing a strategic school plan
- Aligning instructional practices and building teacher capacity through a comprehensive and targeted teacher training program
- Fostering student engagement and changing student and teacher culture
- Encouraging family leadership and community engagement
- Developing and implementing tools and systems that will distribute leadership, institutionalize the changes made, and sustain the school for long-term growth and success
- Disseminating "lessons learned" from the initiative to other schools throughout the district, as well as to school districts throughout the state that are struggling to find solutions to low student achievement rates and underperforming schools

#### **STRATEGIC STAFFING:**

To ensure the successful implementation of the SIG Initiative at the four target schools, HUSD has created a staffing structure that centers resources and decision-making at the school-level and helps each school build its capacity according to its identified needs. In creating this staffing structure, HUSD has deemed it necessary to provide intensive coaching and professional development for teachers in order to help strengthen instruction, lesson design, data study and student academic performance in the core subject areas of English Language Arts and Mathematics. ELA and Mathematics Coaches will be hired to support teachers with the implementation of the instructional initiatives and interventions outlined in the grant.

The SIG Initiative will also have a designated Technology Integration Specialist to

help teachers learn how to integrate technology into classroom learning. All SIG staff will be part of a SIG Team at the school to which they are assigned, working with the school principal, teachers, and support staff to design a strategic plan for implementing all identified interventions.

The HUSD Executive Director of Academic Affairs and the principals for each target school will interview and hire individuals for the positions listed below. All SIG staff will be in place by the start of the 2010-2011 academic year.

| <b>Proposed HUSD SIG Program Staff Positions</b>                 |                        |  |
|--|------------------------|--|
| <b>Title</b>   | <b>Time Commitment</b> | <b>Responsibilities</b>  |
| Executive Director of Academic Affairs<br>(SIG Project Director) | .25 FTE<br>(In-kind)   | To oversee the administration of the SIG program at the district level, coordinating the efforts of all four target schools, and monitoring progress toward grant goals and objectives. Responsibilities include: coordination of internal services, planning, management of budget and expenses, alignment of resources, and grant tracking and reporting. Reports directly to the District Superintendent.   |
| SIG Site Coordinator<br>(4)                                      | 1.0 FTE                | To oversee implementation of the SIG program at the site level planning and coordinating coaching, training, student data and curriculum review, related school and community activities, and the collection of data. Reports to the principal.  |
| SIG Instructional Coaches (16)                                   | 1.0 FTE                | Each site will have an <b>English Language Arts Coach</b> , <b>Mathematics Coach</b> , and an <b>ELD Coach</b> to teach demonstration lessons and work directly with teachers in improving classroom teaching strategies in these core subjects. Each school will also have a <b>Data Coach</b> to support teachers in analyzing student achievement data and supporting the administration of assessments. The coaches will report to the SIG Site Coordinator and be monitored by the principal. |
| SIG Technology Integration Specialist<br>(4)                     | 1.0 FTE                | To provide technical assistance with the implementation of new instructional technologies at each site and train teachers to more effectively use these technologies to support classroom learning. Reports to the SIG Site  |

|   |   |  |
|---|---|--|
|   |   | Coordinator at their school.   |
| SIG Program Accountant (1)                                | 1.0 FTE                                   | To assist the SIG Site Coordinator in tracking, monitoring, and reporting on program expenses, assessing cost per pupil, and allocating resources. Reports to the Executive Director of Academic Affairs who is also the SIG Project Director.                                   |
| SIG Computer Lab Assistant (4)                            | 1.0 FTE                                   | To provide student support in the school computer lab before, during, and after school. Reports to the SIG Site Coordinator.   |
| Bilingual Parent Outreach Worker (4)                      | .75 FTE                                   | To develop and coordinate parent outreach activities and parent trainings. Reports to the SIG Site Coordinator.  |
| Professional Development Trainers and Workshop Presenters | To be hired as needed on a contract basis | To provide specialized training to teachers and administrators at SIG target schools in learning strategies related to core subjects and other topics, such as technology, working with special student populations, classroom management, lesson design, data use and pedagogy. |

#### **TARGETED ACTIVITIES:**

The following section outlines the required, and in some cases, district-selected activities, proposed for each SIG school during the three year grant period (2010-2011, 2011-2012, 2012-2013):

#### **PRIORITY I: Teacher and School Leader Effectiveness**

##### **Interventions for Selected Transformation Model Schools (Tennyson, Burbank):**

To improve teacher and school leader effectiveness, the two Transformation Model schools, Tennyson High School and Burbank Elementary School, will carry out activities in each of the Priority I activity areas required for this model:

- **Administrative Restructuring**
- **Evaluation Systems for Principals and Teachers**
- **Performance Incentives**
- **Retention Incentives**
- **Embedded Professional Development**

##### **Administrative Restructuring:**

As required by the Transformation Model, Burbank has replaced the current principal. The new principal will begin on July 1, 2010, prior to the start of the academic year. Interviews for the Tennyson principal are currently in progress with a recommendation going to the HUSD School Board in June 2010. In addition, Tennyson will replace one of the current assistant principals. The new assistant principal will also start on July 1, 2010.

Candidates for both the principal and vice principal positions must have a demonstrated track record in leading school reform efforts, understand the requirements of the intervention model for their site, and embrace the vision for the school set forth in the SIG implementation plan. Once hired, these administrators will play a key role in hiring the SIG program staff for their site and leading the school's SIG team as it implements the grant objectives over the next three years.

#### Evaluation Systems for Principals and Teachers:

To create a results-based performance model for the two schools selected for the Transformation Model, HUSD will conduct negotiations with the local bargaining units to finalize a new evaluation system for teachers and support staff during the 2010-2011 school year. This new evaluation system will be implemented no later than the 2011-2012 school year.

HUSD is currently in negotiations with the Hayward Education Association (HEA), which is the collective bargaining unit/union for teachers in the district. The proposed plan is to create an ongoing work group, with representatives from the two target Transformation Model schools. This work group will examine and make recommendations for how teacher evaluations and incentives at the SIG target schools will be linked to student academic performance indicators and other priorities established by the grant.

The new school principals will be actively involved in the development of the new evaluation system for both their own position and for teachers. HUSD's goal is to create an evaluation system that is rigorous, transparent, and equitable, and takes into account data on student academic growth, as well as multiple observation-based assessments of performance. For Tennyson, the proposed evaluation tool will also look at the increase or decline in high school graduation rates as a key measure. Teachers who do not meet the performance standards established in the new evaluation system, after ample support and opportunities have been provided for them to improve their professional practice will be involuntarily transferred. Principals who do not meet the established performance goals will be placed on an improvement plan and monitored closely during year two of their administration.

#### Performance Incentives:

To complement the evaluation system, HUSD will negotiate performance incentives. The purpose of the incentives is to identify and reward school leaders, teachers, and other staff who, in implementing the selected model, have increased student achievement and, in the case of Tennyson High School, increased high school graduation rates, as indicated by the school's student data.

#### Retention Incentives:

HUSD will also negotiate retention incentives at the two Transformation Model sites. The purpose of the retention incentives is to encourage staff members who are doing well under the new model and who have the skills to meet the educational needs of the students to stay on with the school, adding stability and continuity to the instructional staff and program.

#### Embedded Professional Development:

All teachers who are assigned to the four target schools during the three-year SIG initiative are expected to be part of a professional learning community of instructors at their school site and will be required to attend an intensive schedule of professional



development activities, attend demonstration lessons and collaborate with the SIG coaches assigned to their sites. In addition to embedded professional development, school staff will receive technical assistance from external providers. For example, UrbanEd Solutions will provide technical assistance to Longwood Elementary to plan and implement a small schools model. (See section iv for a list of external providers).

While HUSD currently provides professional development activities for teachers and staff, these are often periodic, one-time events versus a more in-depth, ongoing model that includes demonstration lessons, and supportive practice. The SIG program will engage teachers in targeted workshops and training to help them improve student outcomes in core competencies, such as reading, writing, and math. Teachers will be shown successful teaching strategies through demonstration lessons. After the demonstration lessons teachers will have the opportunity to try these new techniques and strategies, in the classroom, working with a SIG coach in the specified subject area. Through this model, they will receive a level of individualized attention and support for their teaching practice that is simply not available from the district's current professional development program. SIG target schools will also be able to provide staff with special focused sessions related to school themes and initiatives (i.e., college and career readiness, multimedia, technology, dual language immersion, and small schools).

Through the SIG Initiative, teachers at the four participating target schools will:

- Improve their individual instructional practice
- Align instructional practices across the curriculum
- Regularly review and use student performance data to assess instructional effectiveness and inform instructional practice
- Participate in an ongoing professional learning community focusing on best practices and trends in the field, both for successful schools and for the targeted subject area
- Be trained in specific research-based instructional methods, implement these methods, and share their experience by training other teachers district-wide
- Update curriculum as needed, to incorporate "contextualized learning" and make instructional materials and methods more relevant to real-world applications, career pathway requirements, and student experience and interest
- Engage in continuous improvement activities during and beyond the grant period

They will accomplish this by:

- Participating in an **intensive year-round schedule of professional development** workshops and trainings conducted at their school
- Using their classroom as a "laboratory" for the **hands-on implementation** of the intervention strategies learned
- Agreeing to **individualized coaching** by SIG site coaches and outside coaches in their particular subject areas to learn how to effectively integrate intervention strategies and best practices into their classroom practice
- Attending **classroom demonstration lessons** by SIG site coaches and guest presenters and instructional practice sessions with their faculty peers
- **Modeling successful teaching strategies** for new teachers in their school and for teachers district-wide

*Specific Proposed Professional Development Activities for Tennyson High School:*

Tennyson's goal is to create a stronger and expanded focus on a college-going

culture at the school in order to prepare students for a successful post-secondary education or a career. The focus will be to provide and model for students the academic and social skills necessary in the 21<sup>st</sup> century university setting and in the workplace. To this end, all professional development activities will focus on helping teachers learn how they can help improve student performance in core subjects, such as English Language Arts (ELA) and Mathematics, that are essential for both for those who plan to go on to college and for those entering the workforce directly from high school. Teachers from all subject areas will participate in professional development activities aimed at improving reading and writing across the curriculum.

They will also participate in professional development sessions related to emerging 21<sup>st</sup> century career fields (see discussion of Multimedia Academy below), learning how they can relate their specific subject matter to these fields and incorporate, where possible, real world applications and skills needed for the global marketplace. As part of this new focus on college and career readiness, Tennyson has created a Multimedia Academy and a Multimedia Lab, which are designed to introduce students to careers in the digital and multimedia world. As a result, professional development activities, designed to update teachers on the latest trends and emerging jobs in the multimedia field as well as the key skills needed to enter career pathways and succeed in these fields will be provided. Teachers will also work with the SIG Technology Integration Specialist to learn how to use the new technologies associated with these fields in their own classrooms.

Finally, there will be specialized trainings for teachers of students in particular populations (i.e., English Language Learners, Students With Disabilities) or within specialized programs, such as AVID and PUENTE. Subsets of teachers will also attend professional development conferences related to these programs, along with the SIG Coordinator for their site, in order to learn about new developments in instruction and technology to enhance teacher effectiveness and student learning in these areas.

For all of the professional development trainings, teachers will be required to demonstrate that they are implementing new techniques and strategies learned in the classroom. To maximize the effect of these trainings and ensure the integration of these strategies into both the curriculum and teaching practice, the SIG coaches assigned to Tennyson will work with teachers on an individual basis, providing coaching on how to implement the methods and approaches discussed in the trainings. The SIG coaches will also give demonstration lessons open to all Tennyson teachers. They will also be part of the site's SIG Team, helping to evaluate the impact of these interventions on student performance and the student/teacher culture at the school.

The goal of all of the above proposed professional development activities is to have classroom teachers at Tennyson be successful in integrating the SIG strategies and interventions in their classroom so that by the end of the SIG initiative they can serve as teacher trainers, modeling their new teaching techniques in presentations and demonstrations, both at the school level and at the district level.

| <b>Proposed On-Site Trainings for Teachers at Tennyson High School</b>   |                            |   |
|--|----------------------------|---|
| <b>Type of Training</b>  | <b>Partner or Resource</b> | <b>Description</b>  |
| <b><i>Training Across the Curriculum (for all Tennyson teachers)</i></b> |                            |   |
| Literacy strategies across the curriculum                                | WestEd                     | WestEd's Reading Apprenticeship offers professional development for middle school and high school teachers in literacy development. Sessions focus on |

|   |  |   |
|---|--|---|
|   |  | <p>institutional practices that help teachers support student improvement in reading, develop and refine their own classroom practices, and collaborate and plan with colleagues within and across schools.</p> <p>Tennyson teachers will participate in Reading Apprenticeship trainings in Years 1-3. In Year 3, a select group of teachers will attend the Reading Apprenticeship Leadership Institute, a trainer-of-trainers experience that prepares school or district teams to lead professional development in Reading Apprenticeship in their local communities.</p>   |
| Working with ELL students                 | Center for Applied Linguistics                   | <p>The Center for Applied Linguistics has developed SIOP (Sheltered Instruction Observation Protocol), a research-based and validated instructional model designed to help educators work effectively with English Language Learners. Tennyson teachers who work with high numbers of ELL students will take the SIOP workshop series in Year 1, where they will learn about the SIOP research base and how to make content comprehensible for ELL students. They will plan and implement SIOP lessons, engage in peer observation, and refine their instructional practice.</p> <p>In Year 1 the SIG site coaches will also take the SIOP workshops for coaches and professional development staff, learning how they can support teachers in this professional development initiative. In Year 3, a select group of Tennyson teachers will take the SIOP Trainer of Trainers workshop so that, in the future, they can train teachers at their school and within the district in SIOP ELL strategies.</p> |
| Multimedia technology and career pathways | Presenters from business and university programs | Representatives from local multimedia companies and faculty from college programs in the area will present on emerging careers in multimedia and skills needed to enter this field.   |
| Instructional technology                  | SIG Technology Integration Specialist            | To support the instructional program changes and enhance classroom learning, Tennyson will upgrade its instructional technology school-wide. The SIG  |

|   |  |  |
|---|--|--|
|   |  | Technology Integration Specialist will lead demonstration workshops and provide individualized support to help teachers learn to use technology more effectively in their lessons.   |
| <b><i>Training for English Teachers and AVID and Puente Teachers Only</i></b> |  |  |
| Expository reading and writing  | California State University—East Bay (CSUEB) | <p>CSU East Bay's Expository Reading and Writing Course (ERWC) workshop offers in-depth training on the year-long ERWC course for high school juniors and seniors. Teachers receive training in teaching expository, analytical, and argumentative reading and writing, aligned with the state English-Language Arts Content Standards and CSU college entrance requirements in English.</p> <p>The workshop resource materials are designed so that teachers can help students develop the academic literacy skills necessary for success in college and work. HUSD has already adopted the year-long ERWC junior and senior English course as part of its curriculum. This training will provide teachers with strategies to enhance student success in this course.</p> |
| <b><i>Training for Math Instructors Only</i></b>                              |  |  |
| Math techniques   | Alameda County Office of Education           | ACCLAIM, the Alameda County Collaborative for Learning and Instruction in Mathematics, is a partnership between the Alameda County Office of Education, the California State University East Bay Mathematics Department, and Chabot College. It provides Summer Institutes, with school-year Saturday sessions, focused on mathematics content and lesson design for K-12 teachers. Tennyson math teachers will start the ACCLAIM training at the end of Year 1 (Summer 2011) and continue with advanced training for Years 2 and 3.   |
| Math coaching   | Alameda County Office of Education           | The Mathematics Coaching Network, organized through the Alameda County Office of Education, provides professional development for math coaches focusing on mathematics content, collaborative lesson design, coaching strategies, and assessment as a diagnostic tool for differentiation and intervention. All sessions are taught by experienced mathematics teachers from throughout the  |

|  |               |   |
|--|---------------|---|
|  |               | <p>San Francisco Bay area.</p> <p>The Mathematics Coaching Network will support the mathematics coach for Tennyson with strategies and lessons that will help teachers strengthen their instructional practices and student learning in mathematics. (Yrs 1-3)</p>  |
| <b>Specialized Professional Development Activities</b> |               |   |
| College readiness/student support                      | AVID          | Instructors from the school's AVID program, which provides strategies designed to boost study skills and test scores among underserved students, will attend annual training conference. (Please note: Paid by AVID, not SIG funds.)  |
| College readiness/student support                      | Puente        | <p>The Puente program, introduced by the University of California-Berkeley, provides targeted support aimed at improving the college-going rate of educationally disadvantaged students, particularly the Hispanic/Latino population.</p> <p>As part of the SIG initiative, Tennyson's SIG Coordinator and Puente teachers will attend the annual statewide Puente professional development conference—a valuable training opportunity that has been unavailable to HUSD teachers due to budget cuts.</p> |
| College Readiness                                      | College Board | <p>Tennyson teachers will receive ongoing, job-embedded professional development to implement the Springboard program.</p> <p>Springboard is a Pre-AP curriculum program designed to provide a systematic approach to instructional priorities in English and Mathematics.</p>  |
| Expand and Strengthen Current AP Program               | College Board | <p>Administrators, teachers and counselors will participate in workshops provided by College Board trainers. The first series of workshops will be on Vertical Teaming in both ELA and Mathematics, with workshops in Science, Social Studies, World Languages and the Arts phased in during 2011-12 and 2012-13. Teachers will learn how to build vertical AP teams at Tennyson. In addition once the teams are established teachers will work with College Board staff</p>                              |

|                             |               |  |
|-----------------------------|---------------|--|
|                             |               | to incorporate the content and strategies necessary for students to be successful in AP English, Mathematics, Science, Social Studies, World Language, and Arts classes    |
| Implementing the PSAT/NMSQT | College Board | College Board will support Tennyson staff with the implementation of the PSAT/NMSQT and using the results for identifying student academic needs                           |
| College Readiness           | College Board | Teachers and counselors will be trained to implement the CollegeEd program designed to support students and families with college planning and academic preparation advice |

**Specific Proposed Professional Development Activities for Burbank Elementary School:**

Burbank Elementary School is a dual language immersion school and serves a large English Language Learner (ELL) student population, mostly Spanish-speaking. Like Tennyson, Burbank will focus its professional development activities on strengthening classroom instruction and student outcomes in the core subject areas of English and mathematics and provide ongoing support to teachers in integrating instructional technology into their lesson plans. Its English/language arts training will be geared toward working with ELL students. Teachers at the site have also requested to use the SIG funds to pursue advanced training in successful instructional techniques to accelerate student learning and to create professional learning communities.

| <b>Proposed On-Site Trainings for Teachers at Burbank Elementary School</b> |                               |   |
|---|-------------------------------|---|
| <b>Type of Training</b>   | <b>Partner or Resource</b>    | <b>Description</b>  |
| <b><i>Training Across the Curriculum (for all Burbank teachers)</i></b>     |                               |   |
| English Learners  | E.L. Achieve                  | E.L. Achieve provides a research-based approach to improving English language proficiency among ELL students. Developed by educator Susana Dutro, E.L. Achieve provides a comprehensive framework for English learner instruction and a student-centered, language-focused approach to planning and teaching. HUSD teachers have received a basic introduction to the principles of E.L. Achieve.<br>Through the SIG funds, Burbank's teachers will have the opportunity to explore this model in greater depth, creating lesson plans that target EL instruction by proficiency level, support grade-level content learning, and equip students with the language to express their understanding of the content. E.L. Achieve encourages teacher collaboration and use of student data to plan and manage instruction. |
| Dual language immersion   | Stanford University; San Jose | Researchers from Stanford University and San Jose State University will provide continued professional development for Burbank teachers   |

|   |  |   |
|---|--|---|
|   | State University                             | on the 50-50 model of dual language immersion. Years 1-3.   |
| Math techniques   | ACOE   | Burbank will also use ACCLAIM, developed by the Alameda County Office of Education (ACOE). (See description under Tennyson) Years 1-3   |
| Math coaching   | ACOE   | Burbank will use the Mathematics Coaching Network to train its math coach in successful classroom techniques. (See Tennyson) Years 1-3  |
| Pedagogy  | WestEd                                       | WestEd's Teach for Success training uses a train-the-trainer model, teaching teachers how to use evaluation, observation, and feedback to improve instruction. Year 1   |
| College Readiness   | College Board                                | Teachers will receive training on implementing the CollegeEd program designed to support 6 <sup>th</sup> grade students and families with college planning and academic preparation advice  |
| Professional Learning Communities consultant (to be determined) | Professional Learning Communities consultant | Burbank is currently working with a consultant to help the school understand the various ways the school staff can become a professional learning community. During the SIG years, the school plans to continue this training to support teacher collaboration. Years 1-3 |
| Supporting students' academic, ethical, and social development  | Developmental Studies Center                 | Professional development to help teachers enhance their ability to teach reading comprehension strategies and build students' ethical and social skills.  |
| Instructional technology  | SIG Technology Integration Specialist        | The SIG Technology Integration Specialist will lead demonstration workshops and provide individualized support to help teachers learn to use technology more effectively in teaching. Ongoing   |

**Interventions for Selected Turnaround Model Schools (Longwood, Harder):**

The two Turnaround Model schools, Longwood Elementary and Harder Elementary, will also undertake a set of activities under Priority I:

- **Administrative Restructuring**
- **Staff Restructuring**
- **Recruitment and Retention Incentives**
- **Performance Incentives**
- **Embedded Professional Development**

**Administrative Restructuring:**

As required by the Turnaround Model, the principal at both Longwood and Harder have been replaced. The new principals at these sites have begun interviewing staff,

meeting with school site councils, meeting with district administration and have scheduled planning meetings with other key stakeholder groups including parents.

#### Staff Restructuring:

Staff restructuring is an important component of the Turnaround Model. In preparation for undertaking the Turnaround Model, the Assistant Superintendent of Human Resources (HR) and the Director of Certificated Personnel took a series of steps toward restructuring the staff at each site. This spring these two staff members along with the Executive Director of Academic Affairs met with parents and the school community to elicit input on the desired qualities and characteristics for the new administrator (principal) and for the new school staff, i.e. teachers. This input was used by the hiring panels for the principal and will also be used for the hiring of teachers.

Following these meetings, the HR staff and the Executive Director of Academic Affairs met with the staff at both schools and informed them of the process for leaving their current site. Permanent employees were given a notice of involuntary transfer, as required by the collective bargaining contract. All temporary teachers were given lay-off notices, as per the teacher contract. All teachers were invited to re-apply for a teaching position, with the provision that they would have to agree to the terms of the Turnaround Model, as outlined in the grant.

Staff was also informed that no more than 50 percent of the current staff could be re-hired at the school during the three-year SIG project. Teachers interested in being part of the SIG Initiative will need to go through a re-interview process with district personnel and the new principals for Harder and Longwood. As part of the hiring process, they must also agree to implement all requirements and interventions specified in the grant, demonstrating their commitment to fully participate in implementing these interventions. The goal is to staff the two Turnaround schools first, before other vacancies are filled district-wide. All positions will be filled before the start of the 2010-2011 school year.

#### Performance Incentives:

To complement the evaluation system, HUSD will negotiate performance incentives. The purpose of the incentives is to identify and reward school leaders, teachers, and other staff who, in implementing the selected model, have increased student achievement as indicated by the school's student data.

#### Retention Incentives:

HUSD will also negotiate retention incentives at the two Turnaround Model target schools. The purpose of the retention incentives is to encourage staff members who are doing well under the new model and who have the skills to meet the educational needs of the students to stay at the school, adding stability and continuity to the instructional staff and program.

#### Embedded Professional Development:

Both Longwood and Harder will use the same core professional development trainings outlined in the professional development plan for Burbank: E.L. Achieve, ACCLAIM, Mathematics Coaching Network, training in instructional technologies, WestEd's Teach for Success training, and training in developing a professional learning community. As with Burbank, the focus will be on both core subjects and strategies for English Language Learners.

In addition, Longwood has a focus on small schools and is actually in the process of dividing the school into two small schools on one campus. For this reason, Longwood



teachers have requested further training in the small schools model. During the three-year SIG grant period, Longwood teachers will be working with an external provider to learn how they can develop small schools that encourage a college-going mentality in students even while in elementary school. Longwood staff will have the opportunity to plan with UrbanEd Solutions, an educational firm with experience leading school teams through school reform efforts as it relates to small schools. These additional trainings will help the Longwood SIG Team create a strategic plan for institutional change that can be realistically implemented at that site and sustained and strengthened over time.

| <b>Specific Proposed On-Site Trainings for Teachers at Longwood Elementary School and Harder Elementary School</b> |  |  |
|--|--|--|
| <b>Type of Training</b>  | <b>Partner or Resource</b>   | <b>Description</b>   |
| <b><i>Training Across the Curriculum (for all Burbank and Harder teachers)</i></b>                                 |  |  |
| English Learners   | E.L. Achieve   | <p>E.L. Achieve provides a research-based approach to improving English language proficiency among ELL students. Developed by educator Susana Dutro, E.L. Achieve provides a comprehensive framework for English learner instruction and a student-centered, language-focused approach to planning and teaching. HUSD teachers have received a basic introduction to the principles of E.L. Achieve.</p> <p>Through the SIG funds, Longwood and Harder teachers will have the opportunity to explore this model in greater depth, creating lesson plans that target EL instruction by proficiency level, support grade-level content learning, and equip students with the language to express their understanding of the content. E.L. Achieve encourages teacher collaboration and use of student data to plan and manage instruction.</p> |
| Think College Now  | Provides technical support on establishing equity-focused, college-bound schools | Will provide support for Harder and Longwood in establishing a <b>college-bound school environment</b> at each site—even at the elementary school level—and related professional development for staff.  |
| CollegeEd  | College Board  | Teachers will be trained on implementing the CollegeEd program designed to support 6 <sup>th</sup> grade students and families with college planning and academic preparation advice   |
| Math techniques  | ACOE   | Harder and Longwood staff will also use ACCLAIM, developed by the Alameda County   |

|                              |  |   |
|------------------------------|--|---|
|                              |  | Office of Education (ACOE). (See description under Tennyson) Years 1-3  |
| Math coaching                | ACOE   | Harder and Longwood coaches will use the Mathematics Coaching Network to train its math coach in successful classroom techniques. (See Tennyson) Years 1-3                            |
| WestEd                       | Providing research-based strategies and coaching in English Language Arts (ELA) and working with English Language Learners (ELL) | Provide training in how to use evidence-based, effective instructional strategies for improving the academic performance of English Learners in English/Language Arts (ELA)           |
| Developmental Studies Center | Supporting students' academic, ethical, and social development   | Professional development to help teachers enhance their ability to teach reading comprehension strategies and build students' ethical and social skills.                              |
| Instructional technology     | SIG Technology Integration Specialist  | The SIG Technology Integration Specialist will lead demonstration workshops and provide individualized support to help teachers learn to use technology more effectively in teaching. |

## **PRIORITY II: Comprehensive Instructional Reform Strategies**

### **Common Instructional Reform Interventions for All Four SIG Target Schools:**

Instructional reform is a central component of HUSD's SIG initiative and essential to accomplishing the primary goal of the project: to significantly improve educational outcomes for students at the target schools, particularly at those schools that fall into the "persistently lowest performing" category. To accomplish this, each of the four SIG schools selected will undertake a common set of activities under Priority II, with strategies and approaches within each activity category tailored to address the needs and special focus of each site. The common interventions are:

- **Instructional Interventions**
- **Intentional Use of Student Data**
- **Regular Curriculum Review**
- **Instructional Technology**

### Instructional Interventions:

Improving teacher capacity is the key to HUSD's plan to improve instruction and, ultimately, improve student academic achievement at both the Transformation Model and Turnaround Model target schools. All instructional interventions selected for the four SIG target schools will be **data-driven, research-based, vertically aligned from grade to grade, and aligned with state content standards.**

To accomplish this, each SIG target school will provide **intensive teacher training** in research-based, field-tested instructional intervention models throughout the three year grant period, as outlined in the preceding section on professional development. As teachers learn new techniques and tools, they will immediately begin **classroom implementation**, trying new instructional approaches and strategies to engage students and enhance student learning.

To assist them in this endeavor, they will receive **weekly individualized coaching** and feedback sessions from the SIG site coaches--an ELA coach, a math coach, and, at Tennyson, a SIOP coach to assist with implementing classroom strategies specifically for ELL students. The coaches will also give **monthly demonstration lessons** on specific areas of concern or interest, from differentiated instruction to classroom management. **Instructional technology demonstrations** and individualized tech support will be provided by the SIG Technology Integration Specialist for each school.

The effectiveness of these efforts in changing delivery of instruction and improving academic performance will be measured in two ways. First, all teachers will participate in the SIG team for their site, which will meet bi-monthly to discuss challenges and successes in implementing the instructional interventions selected. In this way, the teams will function as ongoing "**professional learning communities.**" The SIG teams will also participate in bi-monthly reviews of student data.

### Intentional Use of Student Data:

The HUSD SIG site teams will engage in the **intentional use of student data** to assess the effectiveness of the applied interventions. To facilitate this, all SIG target schools will have mandatory planning time for instructional collaboration. The principal, SIG coordinator, SIG coaches, and teachers will also spend an extra two hours a month reviewing student data together to determine if instruction has been successful, based on student work and formative assessments. If not successful, the teacher in question will work with colleagues, the SIG coaches, and appropriate resource experts to strengthen their understanding of the interventions needed and how to implement those interventions more effectively in the classroom setting.

Formative assessment data will be collected every six to eight weeks and used to modify instruction. Benchmark assessment data will be collected three times a year and used to identify overall trends and improvements in student performance. Student data will be entered into HUSD's student assessment database, the Online Assessment Reporting System (OARS).

Individual teachers will also administer standardized diagnostic assessments, as needed, to identify specialized instructional needs. Faculty may also use teacher-developed assessments, developed in conjunction with district-mandated assessments, to diagnose student needs and target instructional solutions. In evaluating the effectiveness of the district's four-school SIG intervention initiative, the school principal, SIG site coordinators, and staff from the Educational Services division will use pre- and post-review of site data and state and federal data to assess the effectiveness of the

instructional strategies and programs implemented at each site and determine whether or not the overall school reform effort met its goals.

#### Regular Curriculum (and Academic Pathway) Review:

As part of the SIG team meetings for each site, the school principal, SIG site coordinator, teachers, and SIG coaches will engage in **cross-grade-level collaboration and articulation discussions**, ensuring the vertical alignment of curriculum. This process will reveal current gaps in alignment and places in the educational pathway where students, particularly the previously identified under-represented sub-groups, encounter problems. Steps can then be taken to intensify instructional supports in these target areas, and target teacher coaching as needed.

#### Instructional Technology:

An important goal of the HUSD SIG initiative is to **upgrade existing technology** to support implementation of instructional strategies and programs. Technology upgrades include purchase of net books for the target elementary school students; laptops for in-class use at the high school level; additional laptops for school-based "lending libraries" to provide computer access for students who do not have access at home; stationary computers and WiFi carts (for Internet connectivity) in classrooms, school libraries, student centers, and school-based parent centers; SMART boards and LCD projectors for classroom use; video cameras; and ELMOS (document readers) for differentiating instruction.

In addition, each school has **specialized software needs**, based on the focus of its instructional program. Harder and Longwood, for example, require software to support the school's bilingual alternative model. Burbank requires specialized software to enrich its dual language immersion program. Tennyson requires upgrades to its Multimedia Lab in order to provide students with exposure to state-of-the-art applications in the field of digital media and multimedia. In addition, the Special Education department of each school has requested specific technologies to enhance learning for students with physical, developmental, and/or learning disabilities.

#### Unique Instructional Reform Interventions for Transformation Model Schools:

##### School-Wide "Response-to-Intervention" (RtI) Model:

"Response-to-Intervention" is a comprehensive system of core instruction and interventions to benefit all students, including serving students who are found eligible for Special Education within the 13 eligibility categories identified under the 2004 Individuals With Disabilities Education Act (IDEA-04). As mandated by the state and federal government, schools are required to integrate the RtI model into its general education curriculum.

RtI provides a systematic, data-driven approach to high-quality instruction, with early intervention, prevention, and behavioral strategies that benefit every student. RtI promotes collaboration and shared responsibility for the learning of all students across all personnel and programs located at any given school. RtI supports:

- Long-term academic improvement
- A systematic process to meet the academic needs of all students
- The effective implementation of current resources to effect long-term change
- A mechanism for supporting struggling students, without waiting to determine special education eligibility

For the HUSD SIG Initiative, the HUSD Special Education Department will provide an initial orientation for the new principals, at both the Transformation Model schools and the Turnaround Model schools. The department will then hold a series of training sessions in fall 2010 for the SIG school principals and teachers to introduce them to the Rtl approach. The training will teach teachers how to use student data to determine the strengths and needs of each student as related to benchmark assessments. Teachers will then learn how to implement instruction and strategies to most effectively benefit the students. The trainings will show teachers how to use these strategies with the general curriculum and with the specific instructional interventions selected for the SIG Initiative. They will also be trained in cultural responsiveness, learning linguistically and culturally appropriate scaffolded strategies to meet the needs of HUSD's diverse student population.

Based on the needs of the teachers, the department will provide additional trainings by site on how to implement these strategies in the classroom and how to use data over time to refine instructional practices to meet student needs. Evidence-based practice and progress monitoring will be the foundation for integrating the Rtl model into the instructional program. Success in integrating the Rtl model will be determined by the ability of each school to integrate the five core components of Rtl into the intervention model: 1) evidence-based practice; 2) universal screening; 3) tiered instruction; 4) progress monitoring; and 5) fidelity of implementation. All of these components are already integral features of the SIG Initiative and the Rtl training will help school administrators and instructors understand how to maximize instruction. Once the Rtl model is successfully implemented at the four SIG schools, the principals of these schools will give a data presentation and data analysis to other HUSD school administrators outlining the results of district formative and benchmark assessments and the change in the percentage of referrals to Special Education from the target SIG schools.

#### Professional Development to Help Teachers Work with Disabled and ELL Students:

As described in previous sections, as part of the SIG Initiative all four schools will provide intensive, in-depth, and ongoing professional development specifically designed to help teachers in all subject areas improve learning and educational outcomes for English Language Learners (ELL). Instructional technology will be integrated into the curriculum across subject areas, including specialized software and technology for ELL and disabled students. These interventions are an important part of HUSD's commitment to ensuring success for all students, regardless of background.

#### Unique Instructional Reforms for Secondary Schools Only (Tennyson):

As required by the California Department of Education, Tennyson High School, as a secondary school, must meet four additional SIG requirements. Plans to address these requirements are outlined below:

- 1) *Increase academic rigor by offering opportunities for students to enroll in advanced or specialized learning programs.*

Tennyson already has established partnerships and programs in place to support its school reform efforts to provide advanced and specialized learning programs for students and to help create a "college-going" culture. An ongoing partnership with the California State University-East Bay (CSUEB) provides up-to-date college preparatory training for English teachers to prepare students for college level reading and writing.

In addition, HUSD currently has dual enrollment programs with both CSUEB and Chabot College, a nearby community college (HUSD pays for student textbooks for these classes). Students can also take Advanced Placement courses at CSUEB or online. During the SIG Initiative, Tennyson plans to expand the number of Advanced Placement courses offered to students.

HUSD also offers PASS (Portable Assisted Study Sequence), a credit recovery program for students in grades 9 through 12, to help them make up academic deficits. The program was developed by the Fresno County Office of Education.

In addition, HUSD will introduce college preparation programs for all students and their parents. For example, one specific program, CollegeEd, will focus on preparing students and families for the college admissions process and college readiness. Additionally, all 9<sup>th</sup> grade Tennyson High School students will visit at least one college. All 11<sup>th</sup> grade students will take part in overnight visits, specifically, college tours, where they will stay in college dorms and experience what it is like to live on a college campus. During Year 2 and Year 3, HUSD is also considering holding a Summer Academy for incoming 9<sup>th</sup> graders on-site on the campuses of the University of California-Berkeley and/or Stanford University.

*Expanded Advanced Placement (AP) Component:*

The SIG requires that secondary schools “use data to implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California’s adopted academic content standards.” In addition, SIG encourages secondary schools to increase rigor “by offering opportunities for students to enroll in advanced course work.”

To this end Tennyson High School will partner with the College Board to engage in research-based professional development activities that will expand and enrich the current Advanced Placement program opportunities at the school, with the goal of increasing academic rigor, excellence and equity for all students. This will be accomplished by implementing two research-based College Board programs: CollegeEd and Springboard, as well as through ongoing, job-embedded professional development for teachers, administrators, and counselors.

In addition, the College Board will support Tennyson High School with the implementation of the PSAT/NMSQT for all 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students. Individualized student results from the PSAT/NMSQT, which is given in October, will be used for early diagnostic and assessment, and to identify and address the academic areas where students need extra support. Results from this assessment will also be used to identify students with the potential to be successful in AP and increase the enrollment in current AP classes and AP offerings. In the 11<sup>th</sup> grade, administration of the PSAT/NMSQT will also permit students to compete for National Merit Scholarships.

Tennyson teachers will receive ongoing, job-embedded professional development provided by the College Board to implement the Springboard program. Backed by multiple research studies indicating its effectiveness in improving student achievement for all students, Springboard is a Pre-AP curriculum program designed to provide a systematic approach to instructional priorities in English and Mathematics. It is aligned to the College Board Standards for College Success, as well as the CA state standards. It builds upon the research in cognitive learning theory as it embeds well-researched strategic approaches to learning in a rigorous curriculum in English language arts and mathematics. Springboard draws upon the learning sciences to provide a flexible instructional program that enables teachers to differentiate instruction and engage a diverse population of students with varying levels of knowledge and skills

and a variety of preferred learning styles. Professional development will include both summer institutes, as well as classroom-based coaching during the school year.

Tennyson High School will also work with College Board staff to implement the CollegeEd program for all high school students. CollegeEd is grounded in the extensive research literature on how schools can best prepare students for, or transition them into, college (Coleman & Hoffer, 1987; Hill, 2008; Roderick, Nagaoka and Coca, 2009, McDonough, 1997, and Fann, Jarsky and McDonough, 2009), and is an academic, career and college planning program that equips families and students with the information and tools they need to attend college and have the career they desire. It supports schools in promoting rigorous academics, parental involvement, and relevant college and community partnerships for all students. CollegeEd is the only program in the country designed to give all students the very best college planning and academic preparation advice necessary for post-secondary success.

Additional professional development will be provided in order to expand and strengthen the current AP program. Administrators, teachers and counselors will participate in several workshops provided by College Board trainers. The first series of workshops will be on Vertical Teaming in both ELA and Mathematics, with workshops in Science, Social Studies, World Languages and the Arts phased in during 2011-12 and 2012-13. Teachers will learn how to build vertical AP teams at Tennyson. In addition once the teams are established teachers will work with College Board staff to incorporate the content and strategies necessary for students to be successful in AP English, Mathematics, Science, Social Studies, World Language, and Arts classes.

*2) Improve student transition from middle to high school through summer transition programs or freshman academies.*

To improve the transition of students from middle school to high school, HUSD is considering holding a Summer Academy for incoming 9<sup>th</sup> grade students on-site at a local university. The Summer Academy will be two to four weeks in length and focus on the needs of entering freshman: support in core subjects (ELA and math), academic counseling to set educational goals and create an academic plan through graduation, study skills to prepare for high school demands, informational workshops on post-secondary options, and a general orientation to high school academic and extra-curricular activities. Freshman may also be connected with student mentors from upper grades, to help them with their adjustment to the high school environment.

*3) Increase graduation rates through strategic programs/instruction.*

The Tennyson SIG team will monitor graduation rates as one of its measures of success for the SIG initiative. The school plans to improve graduation rates by offering job-embedded professional development and on-site instructional coaching for its instructional staff. These instructional interventions are aimed at improving student performance, ensuring that more students stay in the academic pipeline, graduate from high school, and enter college or employment.

To supplement these efforts, HUSD will extend the successful Puente mentoring model currently in place at the school to serve all interested students. It will also promote student use of the PASS online credit recovery program, to make sure that students meet high school graduation requirements.

*4) Establish early warning systems.*

The SIG site team will monitor student progress and completion of graduation-required courses. New "early warning" system features will include regular progress

reports to parents regarding student progress and a mid-year advisory session for all students focusing on progress toward fulfilling graduation requirements and their educational goals.

In addition, the district will continue to monitor the progress of ELL students to ensure their success. Tennyson, as well as each of the other SIG target schools, has an ELL specialist who monitors and reclassifies ELL students. Monitoring is done twice a year by an audit of class performance, academic grades, and achievement rates on the California English Language Development Test (CELDT) and CST. A Language Review Team also monitors student language progress. Students who are not making growth are put on "catch up" plans that identify interventions and are enrolled in recommended support services.

### **PRIORITY III: Increasing Learning Time and Creating Community-Oriented Schools**

#### **Interventions for Selected Transformation Model Schools (Tennyson, Burbank):**

An essential aspect of both the Transformation and Turnaround Model is creating a dynamic educational environment that supports students in their academic and career goals. The SIG plan for each target school actively engages students, parents, community-based organizations, businesses, and local government agencies in shaping a vibrant school community. During the SIG project, the two Transformation Model schools will undertake the following activities related to Priority III:

- **Increasing Learning Time**
- **Family and Community Engagement**
- **Partnerships with Key Stakeholders**
- **Extended or Restructured School Day**
- **Improving School Climate and Discipline**
- **Expanding Kinder Program Schedule (if applicable)**

#### **Increasing Learning Time:**

Tennyson High School is proposing to extend learning time for students by creating a multi-faceted after-school learning environment with multiple activities to meet various student needs. This proposed extended learning time, "Twilight School", will be offered on-site, three days a week from 3:30 to 6 pm. The Twilight School will offer a menu of academic and enrichment activities, including: credit recovery classes, graduation requirement classes, Advanced Placement classes, dual enrollment options with our local community college, and electives on topics such as art, music, and service-learning projects with an environmental, green focus.

A student academic lounge and student-run café will be opened to encourage students to study, socialize, and engage in activities, such as student clubs and student government. The school computer lab, library, and career center will also be open during these hours. In addition, the new school-based parent center will be open for parent education workshops and community meetings.

Burbank Elementary will also offer an extended day program for K-6 students three days a week from 3:00 p.m. to 4:30 p.m. The extended day program will provide students academic intervention and support in ELA and Math. Extended Spanish-as-a-Second-Language classes will be provided for 4<sup>th</sup> and 5<sup>th</sup> grade students to help the school adhere to the requirements of the 50/50 model for its dual language immersion program. Currently, many of these students are part of the ELA intervention program during regular school-day hours and, as a result, are not able to receive the full



instructional minutes in Spanish Language Arts.

Burbank will also open a Saturday Academy from 8 a.m. to 12 noon. The Saturday Academy will be an extended opportunity for students to receive accelerated interventions and enrichment classes in reading and math.

#### Family and Community Engagement:

Both Tennyson and Burbank will include an active parent empowerment and engagement component in their SIG model. The primary mechanism for parent/family/community engagement will be expanding the use of the new parent centers at each site so that they become a hub of family activities, such as computer trainings and access, parent education, family health workshops, and parent meetings. The parent center will provide primary language assistance and support for parents who are non-English speakers. The schools will also provide a lending library of books and laptops for parents to use at home with their children. Staff will encourage parent involvement in their child's education by instituting mandatory use of the parent Zangle component (HUSD's online homework requirement and grade monitoring system) and by regularly notifying parents of student progress and performance.

Tennyson staff and its external partners will also conduct parent trainings on college readiness and college admissions requirements. Staff will also provide workshops for parents on emerging and high-growth careers and related career pathways for students. Burbank staff and external partners will provide trainings for parents on leadership development and effective ways to volunteer at the school and become involved in the school community.

#### Partnerships with Key Stakeholders:

The two transformation schools will partner with community-based organizations and businesses to meet students' social, emotional, and health needs. The parent centers at each school will host workshops on healthy families, addressing topics such as diabetes, heart disease, and obesity, presented by staff from Tennyson's school health clinic, Tiburcio Vasquez, and by partnering with Kaiser Permanente Medical center. Eden Youth and Family Services, a local nonprofit mental health services provider, will provide crisis counseling and case management for students on a referral basis.

#### Extended or Restructured School Day:

In addition to offering increased learning time, during Year 1 of the grant, faculty at Tennyson will explore models such as the Stanford Redesign Network's offerings around advisory periods for students. They will conduct a student survey to identify student needs and to identify an advisory period curriculum. The bell schedule at the school will be adjusted to accommodate the necessary changes required by the SIG.

Burbank staff will extend the school day with after school and Saturday extended learning time as described above.

#### Improving School Climate and Discipline:

All four SIG target schools will introduce a school-wide positive reinforcement and discipline program to improve the overall school climate. Tennyson staff and students will introduce school spirit and team building activities, as well as lunchtime activities, such as music and intramural sports. Students and staff will also explore student governance models to improve school climate and discipline. This work will take place the first year of the grant allowing new staff and students to lead this initiative.

Burbank staff will create an expanded student government program and engage students in project-based learning targeting student interests. They will also introduce a school-wide process for conflict resolution and classroom management strategies for teachers.

Expanding Kindergarten Schedule (if applicable):

Burbank staff plan to extend kindergarten an extra hour each day targeting student academic needs.

**Interventions for Selected Turnaround Model Schools (Longwood, Harder):**

Longwood and Harder will engage in the following activities related to Priority III:

- **Increase Learning Time**
- **Family and Community Engagement**
- **Partnerships with Key Stakeholders**
- **Extended or Restructured School Day**
- **Improving School Climate and Discipline**
- **Expanding Kinder Program Schedule (if applicable)**

Increased Learning Time:

Longwood and Harder school staffs will both follow the strategies for increased learning time outlined for Burbank. This includes creating an extended day program for K-6 students and a Saturday Academy that provides interventions in math and ELA as well as accelerated classes.

Family and Community Engagement:

Both Longwood and Harder school staffs will provide the same parent/family/community engagement activities as those listed for Tennyson and Burbank. The Harder community has also requested trainings for parents in Spanish-as-a-Second Language and English-as-a-Second Language.

Partnerships with Key Stakeholders:

As with the Transformation Model schools, Longwood and Harder will work with community partners to meet students' social, emotional and health needs. The parent centers at both schools will hold workshops on healthy families, addressing topics such as diabetes, heart disease, and obesity, presented by visiting nurses from Kaiser Permanente. Eden Youth and Family Services, a local nonprofit mental health agency, will provide crisis counseling and case management for students on a referral basis.

Extended or Restructured School Day:

This requirement is optional for Turnaround Model schools. During Year 1 of the grant, the Longwood and Harder SIG teams will discuss possible options for extending or restructuring the school day.

Improving School Climate and Discipline:

As mentioned in the previous section, all four SIG target schools will introduce a school-wide positive reinforcement and discipline program to improve the overall school climate. Like Burbank School, the Longwood community expressed the desire to create

an expanded student government program, engage students in project-based learning, introduce a school-wide conflict resolution process, and hold weekly school-wide community-building activities. In addition, the Longwood community would like to add a Big Brother/Big Sister mentoring program.

The Harder community provided input on ways to significantly improve the current school climate. Specifically, community members want to introduce enrichment activities, such as Peaceful Playgrounds, multicultural education that addresses all cultures represented at the school, and a student government program based on the United Nations model. The Harder community also wants to introduce school uniforms and focus on improving school attendance through "safety calls."

Expanding Kinder Program Schedule (if applicable):

Longwood and Harder schools will both extend kindergarten an extra hour targeting student academic needs.

**PRIORITY IV: Providing Operational Flexibility and Sustained Support**

**Common Activities for Both Transformation and Turnaround Model Schools:**

All four SIG target schools will implement the following:

- **New Governance Model for SIG Sites**
- **Per-Pupil School-Based Budget Formula**

New Governance Model for SIG Sites:

Each SIG target school will establish a new governance model that consists of installing a new administrative leader (the school principal) and creating a SIG team, consisting of the school principal, the SIG Coordinator, the SIG coaches, teachers, support staff, parents and student representatives (exact membership numbers to be determined). The SIG team will be responsible for monitoring the progress of their particular site in meeting the SIG requirements and the school's individual goals for the next three years. Accountability will be tied to monthly reporting to the Executive Director of Academic Affairs and quarterly updates to the Superintendent and Board of Education.

Per-Pupil School-Based Budget Formula:

The SIG Project Accountant will be responsible for supporting that expenditures are in accordance with federal guidelines. The Director of State and Federal programs ensures that the allocations are in accordance with the Consolidated Application.

**Activities for Transformation Model Schools Only:**

The following features related to Priority IV will be incorporated into the Transformation Model implemented at Tennyson High School and Burbank Elementary:

- **Operational Flexibility to Implement Changes**
- **Ongoing Intensive Assistance from LEA and SEA**

Operational Flexibility to Implement Changes:

As Transformation Model schools, Tennyson and Burbank have more required

activities to address. To ensure that all of the required changes get implemented in a timely fashion, HUSD's Superintendent will ensure the two SIG target schools have sufficient operational flexibility to fully implement the SIG intervention model in order to substantially improve student achievement outcomes and at Tennyson increase high school graduation rates. In conjunction with the SIG school site team, the Executive Director of Academic Affairs will provide oversight to the three-year grant project and develop a strategic plan for that site to sustain the institutional changes in the future.

**Ongoing Intensive Assistance from the LEA and the SEA:**

Each of the SIG target schools will receive intensive ongoing support from the Hayward Unified School District. District staff will work closely with the school principals and SIG school staff to make sure that the project is on track and implemented according to the state requirements and the goals set by the district for the SIG initiative. If awarded the SIG, the SEA will provide funds and technical assistance to help the district successfully implement the grant and participate in a state-wide effort to improve educational outcomes for students at the state's lowest-performing schools.

**iv. Recruitment, Screening, and Selection of External Providers**

**Response:**

**Process for Selecting External Providers:**

The process for recruiting, screening, and selecting external providers for the HUSD SIG project was the same for both the Transformation Model schools and the Turnaround Model schools. External partners were selected because of their expertise and their commitment to providing an excellent education to students with diverse backgrounds and academic needs. All of the external providers selected have demonstrated success in school and curricular transformation.

The data and research used to make the decision about which external providers to use emerged out of the district's needs analysis process. For example, the low graduation rate at Tennyson clearly demonstrates the need for programs provided by the College Board, such as College Ed. In addition, the lack of enrollment in Advanced Placement (AP) courses at Tennyson High School demonstrates the need for programs such as the AP component provided by the College Board. The chart below provides a detailed analysis of how the services provided by the external providers selected match the reforms required for each of the individual schools identified through the needs analysis and the school and community stakeholder input process.

The expectations for these external partners, with respect to interventions and improvement activities, include a commitment to the intervention model selected for each school. The selection process is designed to respond to the district's achievement goals for identified students and respect for the professional expertise and commitment of school teachers and leaders.

**Qualifications of External Providers:**

During the needs analysis for the SIG Initiative, HUSD gathered input on the specific instructional and professional development needs of the four target schools selected for the project. Based on this discussion, HUSD compiled a preliminary list of external providers in order to address the individual needs and interests of each site, as well as to provide assistance with the overall implementation of the intervention models selected. These external providers were selected based on their experience with

school improvement projects, their use of research-based strategies representing "best practices" in the field, and their commitment to educational excellence. A list of external providers selected to date is presented below, including their qualifications, and their proposed contribution to the project.

### PRELIMINARY LIST OF EXTERNAL PROVIDERS

#### School Intervention Model Implementation Assistance

| External Provider   | Specialty Area   | SIG Contribution/Link to Needs  |
|---|--|---|
| College Board   | A nonprofit membership association whose mission is to connect students to college success and opportunity | Will provide technical assistance to Tennyson High School staff on implementation and research-based teaching and learning activities designed to <b>expand and enrich the current AP program</b> |
| Stanford University; San Jose State University              | Dual Language Immersion programs   | Will provide guidelines and training to Burbank Elementary staff on <b>effective practices and instructional strategies in a dual language immersion model</b>                                    |
| Stanford Redesign Network                                   | SRN provides training and professional development in creating equitable and transformative school systems | Will provide technical assistance to Longwood Elementary (in the <b>small schools</b> model) and Harder Elementary (in <b>school redesign</b> ) and Tennyson (in High School reform)              |
| Small schools External provider, such as Urban Ed Solutions | Helps school districts to provide the foundation and structure for high levels of student achievement      | Will provide technical assistance to Longwood Elementary staff on implementing the <b>small schools</b> model with a <b>college readiness</b> focus   |

#### Professional Development to Support Instructional Reform

| External Provider                               | Specialty Area  | SIG Contribution   |
|---|---|--|
| Alameda County Office of Education (ACOE)       | Professional development and technical assistance to local school districts   | For all four schools: <ul style="list-style-type: none"> <li>Alameda County Collaborative for Learning and Instruction in Mathematic (ACCLAIM)</li> <li>Mathematics Coaching Network</li> <li>Response to Intervention (RTI)</li> </ul> Burbank only: <ul style="list-style-type: none"> <li>Dual Immersion Network</li> </ul> |
| Advancement Via Individual Determination (AVID) | A foundational program for elementary sites, grades 4-6 that will feed into middle schools and high schools offering AVID | For the three elementary schools: <ul style="list-style-type: none"> <li>Integrate the AVID program at grades 4-6, with a specific focus on African American and Hispanic/Latino students, to assist with academic achievement and college</li> </ul>  |

|   |  |   |
|---|--|---|
|   |  | readiness   |
| California State University East Bay (CSUEB)      | College readiness in reading and writing   | For Tennyson High School only: <ul style="list-style-type: none"> <li>Continuing training on teaching the high school-level Expository Reading and Writing Course (ERWC) at grades 11 and 12</li> </ul>   |
| Center for Applied Linguistics                    | Sheltered Instruction Observation Protocol (SIOP)  | For Tennyson High School only: <ul style="list-style-type: none"> <li>Training on developing and implementing lesson plans across the content areas that support ELL students</li> </ul>  |
| Chabot College                                    | Dual enrollment assistance   | For Tennyson High School only: <ul style="list-style-type: none"> <li>Provide support to counselors regarding college readiness, dual enrollment, course pre-requisites</li> </ul>  |
| College Board                                     | Connecting students and parents to college success and opportunity                                 | For Tennyson High School only: <ul style="list-style-type: none"> <li>Professional development on implementation of: Springboard (pre-AP curriculum); College Ed (academic, career, and college planning program); AP Vertical Teaming (building vertical AP teams within the school and across disciplines); and PSAT/NMSQT (early diagnostic assessment) for students in grades 9-11</li> </ul> |
| Developmental Studies Center                      | Supporting students' academic, ethical, and social development                                     | For the three elementary schools: <ul style="list-style-type: none"> <li>Professional development to help teachers enhance their ability to teach reading comprehension strategies and build students' ethical and social skills</li> </ul>   |
| E.L. Achieve                                      | Providing school sites with theory/practice for ELL students within the ELD time block             | For all three elementary schools: <ul style="list-style-type: none"> <li>Provide specialized, in-depth training for ELD teachers in research-based Systematic ELD</li> </ul>  |
| University of California-Berkeley, Puente program | Providing academic preparation programs for high school students to improve the college-going rate | For Tennyson High School only: <ul style="list-style-type: none"> <li>Provide counselor training, English department teacher's training, and data reports on student academic progress</li> </ul>   |

|  |  |  |
|--|--|--|
|  | and ensure enrollment in four-year colleges and universities   |  |
| WestEd   | Providing research-based strategies and coaching in English Language Arts (ELA) and working with English Language Learners (ELL) | <p>For all three elementary schools:</p> <ul style="list-style-type: none"> <li>Provide training in how to use evidence-based, effective instructional strategies for improving the academic performance of English Learners in English/Language Arts (ELA)</li> </ul> <p>For Tennyson only:</p> <ul style="list-style-type: none"> <li>Reading Apprenticeship: Training in the affective and cognitive aspects of literacy support across the curriculum</li> </ul> |
| Multimedia technology and career pathways  | Presenters from business and university programs   | Representatives from local multimedia companies and faculty from college programs in the area will present on emerging careers in multimedia and skills needed to enter this field.  |
| <b>Parent and Community Engagement Activities</b>  |  |  |
| <b>External Provider</b>   | <b>Specialty Area</b>  | <b>SIG Contribution</b>  |
| College Board  | Connecting students and parents to college success and opportunity   | <p>Provide technical assistance to all four schools on :</p> <ul style="list-style-type: none"> <li>Parent and student education on college readiness (6-12 grade)</li> <li>Navigating the college application process</li> <li>National Merit Scholarship support</li> <li>Advanced Placement, PSAT, and SAT test preparation</li> <li>English Language Learner SAT test preparation</li> </ul>   |
| Alameda County Office of Education   | Professional development and technical support to local school districts   | <ul style="list-style-type: none"> <li>Project Inspire will provide K-12 parent empowerment institutes</li> </ul>  |
| <b>v. Alignment of Other Resources with the Selected Intervention Models</b>             |  |  |
| <b>Response:</b>   |  |  |
| The district office staff and SIG site administrators will work with the SIG coordinator |  |  |

at each site to analyze, coordinate, combine, and align available resources to support the continuous improvement process and selected interventions; data will be collected and analyzed to differentiate and coordinate resources; a collaborative decision-making process will be used in differentiating those resources; the intervention will be aligned with other district school initiatives and grants; there will be a process to acquire additional resources and partnerships and a plan for continuously reviewing and making timely adjustments in resource allocations to assure these schools receive the resources necessary to make adequate yearly progress and exit Program Improvement status (PI). District Title II and Title III funds will be used support the professional development components of the SIG project at each target school. Other resources for each school site are listed below:

**Alignment of Other Resources for HUSD SIG Transformation Model Schools:**

Burbank Elementary School will use the Transformation Model to strengthen its educational programs and services, including the Dual Language Immersion program. Burbank currently has small class sizes, at 20:1 for grades K-3, and 25:1 for grades 4-6, due to the use of Quality Education Investment Act (QEIA) funding. The lower class size supports the intervention model selected by supporting student achievement. The SIG funds will be used in conjunction with Burbank's existing federal, state, and local funds to implement the interventions identified in Section iii.

Tennyson High School will use the Transformation Model to increase graduation rates and post-secondary options for students. SIG funds will be used in conjunction with Tennyson's existing federal, state, and local funds (e.g., EIA, Academy funds, Puente funds) to implement the interventions identified in Section iii.

**Alignment of Other Resources for HUSD SIG Turnaround Model Schools:**

Longwood Elementary School will use the Turnaround Model to strengthen instruction and implement a Small Schools model at its site. SIG funds will be used in conjunction with Longwood's existing federal, state, and local funds (e.g., EIA, Title I, ELAP) to implement the interventions identified in Section iii.

Harder Elementary School will use the Turnaround Model to improve student academic performance and build a comprehensive and rigorous standards-based instructional program at its school. SIG funds will be used in conjunction with Harder's existing federal, state, and local funds (e.g., EIA, Title I, ELAP) to implement the interventions identified in Section iii.

**vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)**

**Response:**

**Overview of HUSD's DAIT Process:**

Hayward Unified School District is currently in Year 3 Program Improvement and in the past two years, the District has implemented a comprehensive DAIT process which addresses the required areas of improvement, namely: governance and leadership; alignment of curriculum, instruction, and assessment; data systems and achievement monitoring; alignment of human and fiscal resources with district goals; meaningful parent and community involvement; and targeted professional development for teachers and administrators.



All of the SIG funded schools will align with the ongoing work of the DAiT process and will meet the required EPC's as follows:

**Governance and Leadership:**

In March 2009 Hayward Unified School District submitted a revised LEA plan that incorporates the DAiT recommendations. In addition, the Board of Education approved the Superintendent's *Goals and Objectives Statement*, which reflects the district's mission, values, and priorities, the ELL Master Plan, which sets forth the policies and procedures for the instruction, placement, goals and objectives for English Language Learners, and schools' individual School Site Plans which reflect the goals and activities described in the in the LEA plan. HUSD's policies to fully implement the SBE adopted EPC's applies to all schools in the district.

**Alignment of Curriculum and Instruction:**

All teachers and support staff schools will implement current state adopted materials in English Language Arts (ELA) and Mathematics. The district is adopting and purchasing new ELA textbooks for next school year. Last year the district adopted and purchased new ELA Intervention materials as well as Mathematics and state-adopted Math Intervention materials. All SIG target schools will use the district-adopted materials in ELA, ELA Intervention, Math, and Math Intervention. Training for teachers and administrators on the use of these materials was provided this year and will continue to be provided next year.

In addition, the required instructional time for ELA, ELA Intervention, Math, Math Intervention, and ELD is in place for all schools, including the target SIG schools. Master schedules and student placement decisions are being made now for next year, informed by multiple student data.

**Credentialed Teachers and Professional Development Opportunity:**

All teachers hired for SIG schools will be fully credentialed and offered multiple professional development opportunities as outlined in the grant. In addition, essential to the SIG work are the monthly teacher collaboration meetings, focused on examining student data to inform instruction.

**Meaningful Parent and Community Involvement:**

Parent centers were established this school year at all school sites with the goal of providing a vehicle for communicating with and involving parents in their child's education. The work of the parent centers will continue and expand each year. In addition, a School Site Council (SSC) serves as the body that makes decisions affecting school and categorical programs. SIG target schools will continue to have their SSC provide this role in decisions affecting their categorical programs.

The SIG proposal provides multiple opportunities for parents and family members to access school resources and to be a part of the decision making. Parents have been a central part of the input process for the SIG Initiative and the selection of the Transformation or Turnaround Model for their respective schools.

**vii. Modification of LEA Practices or Policies**

**Response:**

In the winter of 2009, the Hayward Unified School District (HUSD) completed its work with its DAiT provider, WestEd. Through the DAiT process, the HUSD Board of

Education developed, revised, and adopted 10 Board Policies and Administrative Regulations to address Categorical Program Monitoring (CPM) compliance issues, the implementation of the nine Essential Program Components (EPCs) outlined in the District Academic Survey (DAS). These new board policies are available for public viewing on the HUSD website ([www.husd.k12.ca.us](http://www.husd.k12.ca.us)) and are listed below:

**Board Policies (BP)/Administrative Regulations (AR):**

1. BP/AR 6159: The Identification, Evaluation, and Education of Students With Disabilities
2. BP/AR 6174: Education of English Language Learners
3. BP/AR 5113: Attendance and Absence Policy
4. BP/AR 1312.3: Uniform Complaint Procedures
5. BP/AR 5144.1: Suspension and Expulsion/Due Process
6. BP/AR 6020: Parent Involvement Policy
7. BP/AR 6120x: Academic Standards, Curriculum, and Assessment
8. BP/AR 1240: Volunteer Assistance
9. BP/AR 0420: School Site Councils
10. BP/AR 6171: Title I

**viii. Sustainment of the Reforms after the Funding Period Ends**

**Response:**

**Request to Implement a Waiver:**

Hayward Unified School District (HUSD) is requesting a waiver to extend funding through September 20, 2013, if needed.

**Plan to Sustain Reforms After SIG Funding Period Ends:**

HUSD's process for differentiating resources to sustain reforms at the conclusion of the grant will include:

- Annual reviews of the success of school model strategies to determine the likelihood of system-wide implementation and application of existing federal, state, and local funding streams to continue implementation after the grant funding period ends.
- Curriculum-embedded professional development, including coaches, to help staff internalize the interventions so that these become part of routine practice and either incorporated into the ongoing budget of the school or do not require further investment.
- Examination of enrollment projections to 2020 and alignment of resources to these projections.
- Adoption of calendars and schedules which provide and document extended learning time and integrate these changes into the annual school budgets.
- A system of continued alignment of curriculum, assessments, and interventions with existing federal funds, where applicable.
- Tools, systems, and practices supporting the use of data to inform district, school, and classroom decision-making, with existing funds, as applicable.
- Negotiations with collective bargaining units to put structures and processes in

place that lead to opportunities for continued conversation about teacher incentives, career ladders, evaluation protocols, and teacher expectations, beyond the three years of the grant.

There will be a collaborative decision-making process at the district and school levels which provide for stakeholder involvement and input for sustaining change, innovation, and a continuous improvement process.

**ix. Establishment of Challenging LEA Annual School Goals for Student Achievement**

**Response:**

**Annual Goals for Student Achievement:**

All four SIG-identified schools will meet the following annual goals for student achievement based on state assessments in Reading Language Art (RLA) and Mathematics:

- Meet all AYP criteria (this includes meeting state criteria for graduation rate at Tennyson)
- Decrease the percent of non-proficient students school-wide and for all significant subgroups by 10 % or more from the prior year
- Meet or exceed all API growth targets school-wide and all significant subgroups
- Accelerate the academic growth of students who are two or more years below grade level (Intensive students) at a rate of two grade levels per school year

Over the past two years HUSD has provided technical assistance to all schools to support meeting the AYP targets with a focus on Safe Harbor (SH), i.e., reducing the percent of non-proficient students by 10 percent. Schools have been provided training on calculating SH, identifying "Target Zone" students and the curricular area in which the students have academic needs.

Additionally, training has been provided on the California Academic Performance Index (API), i.e., how it is calculated, how to meet growth targets, and identify "Target Zone" students in the Far Below Basic and Below Basic performance levels, with the goal of moving these students up to the next highest performance level by specifically addressing the curricular area in which the students have academic needs.

HUSD uses the Online Assessment and Reporting System (OARS) as its database warehouse for state and local assessment data. Targeted training and technical support on the use of OARS and the instructional application of its reports are provided on an ongoing basis and will be an integral part of the SIG Initiative.

**Baseline Data and Annual Growth Targets for Individual SIG Schools:**

A longitudinal analysis of data for each school was conducted as part of the required needs analysis for the SIG. This analysis, summarized in Section ii-*Selection of the Intervention Model*, focused on an examination of the following:

- AYP results (school-wide and by significant sub-groups)
- API results (school-wide and by significant sub-group)
- ELA and Mathematics California Standards Tests (CST) results (school-wide and by sub-groups)

The following section outlines for each school: 1) the summary findings of the

longitudinal analysis; and 2) the baseline data and growth targets for that school during the three-year SIG project.

### Tennyson High School

#### Adequate Yearly Progress (AYP) Summary:

- There has been a steady decline in the number of AYP criteria being met over the past three years.
- Last year (2009) Tennyson met the *least number* of AYP criteria over the past three years (i.e., 7/18).
- Hispanic/Latino, SES, and English Learner subgroups have not met the ELA or Math percent proficient Annual Measurable Objectives (AMO) target for the last two years.
- English Learners have only met the ELA and Math Annual Measurable Objectives (AMO) percent proficient target one year (2007) out of the last three years and that was through the three year averaging process.
- Last year Tennyson did not meet the school-wide ELA or Math AMO target for percent proficient for the first time in three years.
- The average percent proficient in ELA has remained flat for the last three years: 30.2% in 2007, 36.4% in 2008 and 34.4% in 2009.
- The average percent proficient in Math has remained flat for the last three years: 35.7% in 2007, 30.8% in 2008 and 31.3% in 2009.

#### Detailed Analysis of Adequate Yearly Progress (AYP) Indicators for Tennyson:

- In 2007 Tennyson met 18 of their 18 AYP criteria.
- ELA Results: All sub-groups met the ELA Annual Measurable Objective (AMO) target for percent proficient; English Learner students met this target through the three year averaging process.
- Math Results: All sub-groups met the Math AMO percent proficient target.
- In 2008 Tennyson met 10 of their 22 AYP criteria.
- ELA Results: School-wide, African American, and Hispanic/Latino students did not meet the AYP target for participation rate. African American students met the ELA AMO target for percent proficient through the Safe Harbor process; SES students met the ELA AMO target through the three year averaging process. Hispanic/Latino, SES and English Learner students did not meet the ELA AMO percent proficient target.
- Math Participation Rate Results: African American students did not meet the AYP target for participation rate.
- African American, Hispanic/Latino, SES and English Learner students did not meet the Math AMO target for percent proficient. School-wide students met the Math AMO percent proficient target through the two year averaging process.
- In 2009 Tennyson met 7 of their 18 AYP criteria.
- ELA Results: School-wide and SES students did not meet the AYP target for participation rate.
- School-wide, Hispanic/Latino, SES and English Learners did not meet the ELA AMO target for percent proficient.
- Math Results: SES students did not meet the AYP target for participation rate.
- School-wide, Hispanic/Latino, SES, and English Learner students did not meet the Math AMO percent proficient target.
- 

#### Academic Performance Index (API) Summary:

- The Base API has declined 10 points over the last three years.
- The Growth API has increased two points over the last four years.
- In 2009 the Growth API for five sub-groups (African American, Hispanic/Latino, SES, English Learners and Asian students) showed positive growth, however, even with this positive growth the API for all of these sub-groups is in the 500 range.
- In 2009 the Growth API for Students With Disabilities dropped 19 points, to 455.
- Tennyson's Base API has been in the 500 range for four of the last five years.
- In 2005 Tennyson had a Similar Schools Ranking of 5, putting them in the top 50% of high schools with similar demographics/characteristics.
- In 2006, and again in 2008, Tennyson had a Similar Schools Ranking of "1," placing them in the bottom 10% of schools with similar demographics/characteristics.

**Detailed Analysis of Academic Performance Index (API) Indicators for Tennyson:**

- Three-year Base API; 2006=599; 2007=593; 2008=589.
- Three-year Growth API: 2006=605; 2007=593; 2008=589; 2009=607.
- The 2009 Growth API scores for the sub-groups at Tennyson were as follows: African American (+28 points to 587) Hispanic/Latino (+18 points to 578); English Learners (+19 points to 561), SES (+29 points to 559).
- Similar Schools Ranking (on a scale of 1 to 10, with 1 being the lowest and 10 being the highest): In 2004 ranking=Decile 4; In 2005 ranking=Decile 5; in 2006 ranking=Decile 1; in 2007 ranking=Decile 2; in 2008 ranking=Decile 1.

**Graduation Rate for Last Three Years (Current Requirement = 83.3%):**

The graduation rate at Tennyson declined significantly from 2007 to 2008 to the lowest it has been in the past three years:

Graduation Rate 2005-2006 = 83.4%

Graduation Rate 2006-2007 = 85.2%

Graduation Rate 2007-2008 = 79.6%

**Specific Goals for Tennyson High School:**

|     | Goal #1                           | Goal #2  | Base       | Growth Target |
|-----|-----------------------------------|--|------------|---------------|
| AYP | Increase graduation rate to 83.3% | OR increase at least 0.1 from the previous year<br>OR increase of at least 0.2% the average two-year rate                    | 79.6%      | 84%           |
|     | Meet 18/18 targets                | <ul style="list-style-type: none"> <li>▪ Increase ELA percent proficient to at least 41%</li> <li>▪ Increase Math</li> </ul> | ELA: 34.4% | ELA: 41%      |

|                    |   |  |   |   |
|--------------------|---|--|---|---|
|                    |   | percent proficient to at least 38%   | Math: 31.3%   | Math: 38.2%   |
| API                | Meet all school-wide and significant sub-group API Growth targets, as set by the state  | <u>Significant Sub-Groups:</u><br>School-wide<br>African American<br>Asian<br>Hispanic/Latino<br>SES<br>English Learner<br>SWD | <u>API Base:</u><br>608<br>591<br>713<br>579<br>590<br>562<br>455 | <u>Growth API:</u><br>618<br>601<br>718<br>590<br>601<br>574<br>472 |
| Intensive Students | Move students currently performing at the Intensive level (two or more years below grade level) two grade levels in one academic year | EDGE Level A to Level B<br><br>EDGE Level B to Level C   | 30 students<br><br>36 students                                    | 30 students<br><br>36 students                                      |

### Burbank Elementary School

#### Adequate Yearly Progress (AYP) Summary:

- In 2009 Burbank met the highest number of AYP criteria over the past three years (14 out of 17).
- In 2009 ALL subgroups met the ELA AMO through the Safe Harbor process; no sub-group met the ELA AMO in 2007 OR 2008.
- Math results are mixed; English Learners have met the Math AMO every year for the past three years; Hispanic/Latino and SES students have not met the Math AMO for the past three years; only one out of four subgroups (English Learners) met the 2009 Math AMO.
- The average percent proficient/advanced in ELA has risen over the past three years from 18.0% in 2007 to 28.3% in 2009.
- The average percent proficient/advanced in Math has risen over the past three years from 28.7% to 35.6%.



|   |  |   |  |  |
|---|--|---|--|--|
|   |  | proficient to at least 42%  |  |  |
| API   | Meet all school-wide and significant subgroup API Growth targets, as set by the state  | <u>Significant Sub-Groups:</u><br>School wide<br>Hispanic/Latino<br>SES<br>EL | <u>Base API:</u><br>665<br>668<br>650<br>663                                   | <u>Growth API:</u><br>672<br>675<br>658<br>670                                 |
| Intensive Students: Placement testing for Intensive students is currently in progress | Students will move two reading levels in one academic year (i.e., Intensive students reading at 2 <sup>nd</sup> grade level will read at 4 <sup>th</sup> grade level.) |   | Base numbers to be determined based on test results available on June 9, 2010. | Growth target to be determined based on test result available on June 9, 2010. |

### Longwood Elementary School

#### Adequate Yearly Progress (AYP) Summary:

- In 2009 Longwood met the least number of AYP criteria over the past three years (eight out of 17).
- In 2008 and 2009 NO subgroups met the ELA or Math AMO target.
- The number of AMOs being met has declined each year for the past three years.
- The average percent proficient/advanced in ELA has remained flat over the past three years ranging between 22.2% and 26.6%.
- The average percent proficient/advanced in Math has declined over the past three years from 34.5% in 2007 to 31.7% in 2009.

#### Detailed Analysis of Adequate Yearly Progress (AYP) Indicators for Longwood:

- In 2007 Longwood met 14 of their 17 AYP criteria.
- ELA Results: One sub-group out of four (School-wide) met the ELA AMO target for percent proficient through the two year averaging process.
- Math Results: All sub-groups met the Math AMO target.



- In 2008 Longwood met nine of their 17 AYP criteria.
- ELA Results: No sub-group met the ELA AMO target for percent proficient.
- Math Results: No sub-group met the Math AMO target for percent proficient.
- In 2009 Longwood met eight of their 17 AYP criteria.
- ELA Results: No sub-group met the ELA AMO target.
- Math Results: No sub-group met the Math AMO target.

**Academic Performance Index (API) Summary:**

- The Base API has declined 26 points in the last three years.
- The Growth API has declined 41 points over the past four years.
- In 2009 the Growth API declined significantly for all subgroups.
- Longwood's Similar Schools Ranking has been a "1" for the past two years, putting them in the bottom 10% of schools with similar demographics/characteristics; Longwood's Similar Schools ranking has not been higher than a "3."

**Detailed Analysis of Academic Performance Index (API) Indicators for Longwood:**

- Three-year Base API: 2006=684; 2007=643; 2008=658
- Five-year Growth API: 2005=680; 2006=682; 2007=642; 2008=665; 2009=641
- The 2009 Growth API scores for the significant sub-groups at Longwood were as follows: Hispanic/Latino (-11 points to 615); English Learners (-15 points to 606), SES (-15 points to 632).
- Similar Schools Ranking (on a scale of 1 to 10, with 1 being the lowest and 10 being the highest): In 2004 ranking=Decile 2; in 2005 ranking=Decile 3; in 2006 ranking=Decile 2; in 2007 ranking=Decile 1; in 2008 ranking=Decile 1.

**Specific Goals for Longwood Elementary School:**

|           | Goal #1  | Goal #2   | Base                                  | Growth Target                                  |
|-----------|--|---|---------------------------------------|--|
| AYP       | Meet 17/17 Targets   | <ul style="list-style-type: none"> <li>▪ Increase ELA percent proficient to at least 32%</li> <li>▪ Increase Math percent proficient to at least 39%</li> </ul> | ELA: 26.6%<br><br>Math: 31.7%         | ELA: 32.7%<br><br>Math: 38.5%                  |
| API       | Meet all school-wide and significant sub-group API Growth Targets, as set by the state | <u>Significant Sub-Groups:</u><br>School-wide<br>Hispanic/Latino<br>SES<br>EL   | Base API:<br>640<br>616<br>632<br>606 | <u>Growth API:</u><br>648<br>625<br>640<br>616 |
| Intensive | Students will  |   | Base                                  | Growth   |

|   |  |  |   |  |
|---|--|--|---|--|
| Students: Placement testing for Intensive students is currently in progress | move two reading levels in one academic year (i.e., Intensive students reading at 2 <sup>nd</sup> grade level will read at 4 <sup>th</sup> grade level.) |  | numbers to be determined based on test results available on June 9, 2010. | target to be determined based on test result available on June 9, 2010 |
|---|--|--|---|--|

### **Harder Elementary**

#### **Adequate Yearly Progress (AYP) Summary:**

- In 2009 Harder met the least number of AYP criteria over the past three years (nine out of 17).
- In 2009 NO sub-groups met the ELA or Math AMO target.
- The number of AMOs being met has declined each year for the past three years.
- The average percent proficient/advanced in ELA has remained flat over the past three years ranging between 23% and 24.9%.
- The average percent proficient/advanced in Math has declined over the past three years from 43.4% in 2007 to 37.3% in 2009.

#### **Detailed Analysis of Adequate Yearly Progress (AYP) Indicators for Harder:**

- In 2007 Harder met 16 of their 19 AYP criteria.
- ELA Results: One sub-group out of four met the ELA AMO target for percent proficient.
- Math Results: All sub-groups met the Math AMO target.
- In 2008 Harder met 13 of their 17 AYP criteria.
- ELA Results: No sub-group met the ELA AMO target for percent proficient.
- Math Results: All sub-groups met the AMO Math target; the Hispanic/Latino, Socio-economically Disadvantaged (SES) and English Learners met the target through the two-year averaging process.
- In 2009 Harder met nine of their 17 AYP criteria.
- ELA Results: No sub-group met the ELA AMO target.
- Math Results: No sub-group met the Math AMO target.

#### **Academic Performance Index (API) Summary:**

- The Base API has declined 31 points in the last three years.
- The Growth API has declined 53 points over the past five years.
- In 2009 the Growth API for Harder's significant sub-groups declined for two of the three groups (SES and English Learners); the other sub-group (Hispanic/Latino students) showed growth of only one point.
- Harder's Similar Schools Ranking has been a "1" for the past two years, putting them in the bottom 10% of schools with similar demographics/characteristics; in 2005 Harder was in the top 50% of schools with similar demographics/characteristics.

**Detailed Analysis of Academic Performance Index (API) Indicators for Harder:**

- Three-year Base API: 2006=704; 2007=677; 2008=673.
- Five-year Growth API: 2005=719; 2006=704; 2007=676; 2008=674; 2009=666.
- The 2009 Growth API scores for the significant sub-groups at Harder were as follows: Hispanic/Latino (+1 point to 657); English Learners (-5 points to 644), SES (-8 points to 652).
- Similar Schools Ranking (on a scale of 1 to 10, with 1 being the lowest and 10 being the highest): In 2004 ranking=Decile 2; in 2005 ranking=Decile 5; in 2006 ranking=Decile 3; in 2007 ranking=Decile 1; in 2008 ranking=Decile 1.

**Specific Goals for Harder Elementary:**

|   | Goal #1  | Goal #2   | Base   | Growth Target   |
|---|--|---|--|---|
| AYP   | Meet 17/17 Targets   | <ul style="list-style-type: none"> <li>▪ Increase ELA percent proficient to at least 35%</li> <li>▪ Increase Math percent proficient to at least 42%</li> </ul> | ELA: 24.9%<br><br>Math: 37.3%  | ELA: 32.6%<br><br>Math: 43.8%   |
| API   | Meet all school-wide and significant sub-group API Growth targets, as set by the state   | <u>Significant Sub-Groups:</u><br>School wide<br>Hispanic/Latino<br>SES<br>EL   | <u>Base API:</u><br>665<br>657<br>651<br>643                                   | <u>Growth API:</u><br>672<br>664<br>658<br>651                                |
| Intensive Students: Placement testing for Intensive students is currently in progress | Students will move two reading levels in one academic year (i.e., Intensive students reading at 2 <sup>nd</sup> grade level will read at 4 <sup>th</sup> grade level.) |   | Base numbers to be determined based on test results available on June 9, 2010. | Growth target to be determined based on test result available on June 9, 2010 |

**Plan for Monitoring Annual Goals for Student Achievement for All SIG Schools:**

District ELA and Mathematics pacing guides provide the foundation for the

monitoring of full implementation of state- and district-adopted ELA and Mathematics instructional materials/programs and student progress. Grade-level pacing guides include:

- Essential content standards to be taught each trimester/semester aligned to CST and CAHSEE Blueprints.
- Timeline for administering formative and benchmark assessments.
- Timeline for uploading assessments into OARS.
- Timeline for data analysis and collaboration around mitigation for those students not meeting benchmark score.
- Windows for mitigation/re-teaching and data talks.

HUSD staff annually prepares and distributes ELA and Mathematics pacing guides to all principals, teachers, and support staff. Use of the pacing guides is monitored through daily/monthly walkthroughs, data entry into OARS, and recorded minutes from data talks/collaboration meetings.

The following table outlines the procedures, personnel responsible, and timeline for the monitoring of annual goals for student achievement.

|     |   | <b>Procedures</b>   | <b>Personnel Responsible</b>  | <b>Timeline</b>  |
|-----|---|---|---|--|
| 1.0 | Pacing Guides                               | Distribution to Principals  | Standards/Assessment Department   | August 2010  |
|     |   | Distribution to Teachers  | Principals  | August 2010  |
| 2.0 | Program Implementation and Monitoring Cycle | Classroom Walkthroughs  | Principal and SIG Coordinator   | Daily  |
|     |   |   | District Support Staff  | Monthly  |
|     |   | Assessment Administration   | Classroom Teachers<br>Principals  | Formatives: Every 6-8 weeks<br>Benchmark: One per Trimester/Semester |
|     |   | Upload to OARS  | Classroom Teachers and Site Personnel<br>SIG Coordinator                    | No later than two weeks from last day of testing                     |
|     |   | Data Study/Collaboration Meetings: Grade-level/Subject and/or Cross-grade-level/Cross-subject | Principals, Teacher Leaders, Content/Data Coaches<br>SIG Coordinator        | Minimum 3 X each month   |
|     |   | Intense Data Coaching Sessions  | Content/Data Coaches<br>Classroom Teachers<br>Principals<br>SIG Coordinator | 2 hours monthly  |

|     |                          |                                      |  |                 |
|-----|--------------------------|--------------------------------------|--|-----------------|
|     |                          | Classroom Implementation             | Classroom Teachers                                 | Daily           |
| 3.0 | Assessment<br>Elementary | Formative Assessments Administration | Classroom Teachers<br>Principal<br>SIG Coordinator | Every 6-8 Weeks |
|     |                          | Benchmark Assessments Administration | Classroom Teachers<br>Principal<br>SIG Coordinator | Each Trimester  |
| 4.0 | Assessment<br>Secondary  | Formative Assessments Administration | Classroom Teachers<br>Principal<br>SIG Coordinator | Every 6-8 Weeks |
|     |                          | Benchmark Assessments Administration | Classroom Teachers<br>Principal<br>SIG Coordinator | Each Semester   |

|     | Procedures        |  | Personnel Responsible                         | Timeline            |
|-----|-------------------|--|---|---------------------|
| 5.0 | Program Placement | Multiple measure spreadsheets identifying intensive and strategic students (3 <sup>rd</sup> -9 <sup>th</sup> graders) distribution to principals | Standards/Assessment Department               | February 2011       |
|     |                   | Placement Testing  | Standards/Assessment Department<br>Principals | February-March 2011 |
|     |                   | Preliminary placement spreadsheets distribution to principals, Classroom Teachers, counselors  | Standards/Assessment Department               | March 2011          |
|     |                   | Teacher Confirmation Process   | Classroom Teachers<br>Principals              | March-April 2011    |
|     |                   | Final program placement spreadsheets distribution to principals, counselors  | Standards/Assessment Department               | May 2011            |
|     |                   | Updated final program placement spreadsheets distribution to counselors to include   | Standards/Assessment Department               | August 2011         |

|     |                               |   |                                 |                                 |
|-----|-------------------------------|---|---------------------------------|---------------------------------|
|     |                               | current year CST data   |                                 |                                 |
| 6.0 | State Assessment Data Support | Safe Harbor Data Analysis including identification of Target Zone students  | Standards/Assessment Department | Within First Trimester/Semester |
|     |                               | RLA and Mathematics CST Cluster Analysis  | Standards/Assessment Department | Within First Trimester/Semester |
|     |                               | Student Performance Data Summary for updating Single Plan for Student Achievement   | Standards/Assessment Department | Within First Trimester/Semester |
| 7.0 | OARS Technical Assistance     | OARS Training ScanOARS Training and Troubleshooting Technical Support Data Application to Improving Instruction and Student Achievement | Standards/Assessment Department | Ongoing throughout the year     |

**x. Inclusion of Tier III Schools (if applicable)**

**Response:**

There will be one Tier III school included in the Hayward Unified School District (HUSD) School Improvement Grant (SIG) project: Harder Elementary. Although Harder was not included on the state's official list of Tier I or Tier II persistently low-achieving schools, student results on state assessments have declined significantly over the past five years. Due to Harder's consistently low performance the HUSD Board of Education took action to restructure the school through the NCLB legislation for the 2010-2011 school year. As outlined in Section ii and Section ix, Harder has underperformed at a comparable rate to the Tier I and Tier II schools selected for the SIG project and, in some areas, performed even more poorly than these schools:

| <b>Harder Elementary School:<br/>Academic Indicators Justifying Inclusion in SIG Intervention Project</b> |   |
|---|---|
| Adequate Yearly Progress (AYP)  | Failed to meet AYP criteria in 2009   |
| Program Improvement (PI) status   | Harder is in <b>Year 5 of Program Improvement</b> and has not made adequate progress to move out of PI status   |
| Student proficiency rates on state assessment tests   | Harder's state assessment <b>test scores are below state targets</b> in both ELA and Math and on par with test scores at the two other SIG elementary schools |
| Growth API Score  | In 2009 Harder <b>did not meet the Growth API target</b> established as part of the AYP criteria; Harder's  |

|                |   |
|----------------|---|
|                | Growth API score (666) is lower than one other SIG school (Burbank) and far below the state and district targets  |
| API Base Score | Harder's API score has declined 53 points over the last 5 years, far more than the other SIG target schools and more than double that of Tennyson High School |

HUSD recognizes that the state is committed to funding Tier I and Tier II schools before funding Tier III schools. However HUSD is requesting permission to include Harder in its SIG project in order to address the urgent need for both structural and instructional reforms at this site. Because of the severity of the needs at this site, HUSD has already taken steps to restructure this school and SIG funds would enhance the ability of the district to provide a quality educational program for the students and families of Harder.

#### **Outline of Proposed SIG Activities at Harder:**

HUSD has selected the Turnaround Model for Harder in order to address the serious problems with instructional delivery and student success rates indicated by the student data above. To this end, Harder will undertake activities in each of the four priority areas established for the grant, and meet all of the required activities of the Turnaround Model, including administrative and staff restructuring, embedded professional development to support instructional reform, based on analysis of student performance data; recruitment, retention, and performance incentives for teachers; continuous, intentional use of data to improve instruction; integration of instructional technology; increased learning time; family and community support components; operational flexibility; and participation in the SIG governance model. **(Please note: A full description of how Harder will implement the various requirements of the Turnaround Model is included in Section iii-Demonstration of Capacity to Implement Selected Intervention Models.)**

#### **xi. Consultation with Relevant Stakeholders**

##### **Response:**

Relevant stakeholder groups were consulted during the planning process, including those attending SIG Work Group sessions, school board meetings, and additional public input sessions. A variety of communication models, including focus groups with students, work groups (School Site Council, English Language Learner Advisory Committee, Special Education parent representatives, teachers, parents, students, union representatives), and website updates. Stakeholder input was utilized in the application process and all input was carefully considered as the models were defined. The timeline for consultation with relevant stakeholders during the planning process is provided below (see Appendix for meeting notes and agendas):

##### **Timeline for Public Input Meetings for HUSD SIG Initiative:**

|                |  |
|----------------|--|
| March 31, 2010 | Informational Meeting for Burbank Elementary, Longwood Elementary, Tennyson High School, and Harder Elementary |
| April 14, 2010 | Public Input Meeting #1 and SIG Work Group   |
| April 16, 2010 | Public Input Meeting #2 and SIG Work Group   |
| April 19, 2010 | Parent Input Meeting and Student Input Meeting at Tennyson High School   |

|                 |   |
|-----------------|---|
| April 14-May 21 | Meetings with union groups and local agencies for collaboration   |
| May 4, 2010     | Tennyson High School, SIG Work Group: SSC, ELAC, Special Ed. Representative, designated administrator, HEA, SEIU, and AEOTE representative, 5 parents representatives, and district administrator |
| May 7, 2010     | Burbank, Harder, and Longwood SIG Work Groups   |
| May 11, 2010    | Burbank Elementary and Tennyson High School public input and update on SIG work   |
| May 14, 2010    | Harder Elementary and Longwood Elementary public input and update on SIG work   |
| May 26, 2010    | Executive Summary of grant application presented to the Board of Education  |

The relevant stakeholder groups who will be consulted with during the implementation process include the aforementioned groups, all bargaining units, the HUSD Board of Education, community partners, parents, students, staff, and external providers. A timeline which indicates regular planned consultation with relevant stakeholders during the implementation process will be developed prior to the start of the 2010 school year.



**SIG Form 4a–LEA Projected Budget****LEA Projected Budget**

Fiscal Year 2010–11

|  |                                |
|--|--------------------------------|
| Name of LEA: Hayward Unified School District     |                                |
| County/District (CD) Code: 01-6119-00            |                                |
| County: Alameda                                  |                                |
| LEA Contact: Leticia Salinas                     | Telephone Number: 510-784-2655 |
| E-Mail: lsalinas@husd.k12.ca.us                  | Fax Number: 510-784-2656       |
|  |                                |
| SACS Resource Code: 3180<br>Revenue Object: 8920 |                                |

| Object Code           | Description of Line Item                  | SIG Funds Budgeted |            |            |
|-----------------------|---|--------------------|------------|------------|
|                       |   | FY 2010–11         | FY 2011–12 | FY 2012–13 |
| 1000–<br>1999         | Certificated Personnel Salaries           |                    |            |            |
|                       |   |                    |            |            |
| 2000–<br>2999         | Classified Personnel Salaries             | \$55,207           | \$55,207   | \$55,207   |
|                       |   |                    |            |            |
| 3000–<br>3999         | Employee Benefits                         | \$14,772           | \$14,772   | \$14,772   |
|                       |   |                    |            |            |
| 4000–<br>4999         | Books and Supplies                        |                    |            |            |
|                       |   |                    |            |            |
| 5000–<br>5999         | Services and Other Operating Expenditures |                    |            |            |
|                       |   |                    |            |            |
| 6000–<br>6999         | Capital Outlay                            |                    |            |            |
|                       |   |                    |            |            |
| 7310 &<br>7350        | Indirect Costs                            | \$253,968          | \$253,968  | \$253,968  |
|                       |   |                    |            |            |
| Total Amount Budgeted |   | \$323,947          | \$323,947  | \$323,947  |

# SIG Form 4b–School Projected Budget

## School Projected Budget

Fiscal Year 2009–10

|  |                                  |
|--|----------------------------------|
| Name of School: Tennyson High School             |                                  |
| County/District/School (CDS) Code: 0138339       |                                  |
| LEA: Hayward Unified School District             |                                  |
| LEA Contact: Leticia Salinas                     | Telephone Number: (510) 784-2655 |
| E-Mail: lsalinas @husd.k12.ca.us                 | Fax Number: (510) 784-2656       |
|  |                                  |
| SACS Resource Code: 3180<br>Revenue Object: 8920 |                                  |

| Object Code                  | Description of Line Item                  | SIG Funds Budgeted |                    |                    |
|------------------------------|---|--------------------|--------------------|--------------------|
|                              |   | FY 2010–11         | FY 2011–12         | FY 2012–13         |
| 1000–<br>1999                | Certificated Personnel Salaries           | \$800,843          | \$800,843          | \$800,843          |
|                              |   |                    |                    |                    |
| 2000–<br>2999                | Classified Personnel Salaries             | \$141,004          | \$141,004          | \$141,004          |
|                              |   |                    |                    |                    |
| 3000–<br>3999                | Employee Benefits                         | \$148,478          | \$148,478          | \$148,478          |
|                              |   |                    |                    |                    |
| 4000–<br>4999                | Books and Supplies                        | \$524,501          | \$524,501          | \$524,501          |
|                              |   |                    |                    |                    |
| 5000–<br>5999                | Services and Other Operating Expenditures | \$180,467          | \$180,467          | \$180,467          |
|                              |   |                    |                    |                    |
| 6000–<br>6999                | Capital Outlay                            |                    |                    |                    |
|                              |   |                    |                    |                    |
|                              |   |                    |                    |                    |
|                              |   |                    |                    |                    |
|                              |   |                    |                    |                    |
| <b>Total Amount Budgeted</b> |   | <b>\$1,795,293</b> | <b>\$1,795,293</b> | <b>\$1,795,293</b> |

# SIG Form 4b–School Projected Budget

## School Projected Budget

Fiscal Year 2009–10

|  |                                  |
|--|----------------------------------|
| Name of School: Burbank Elementary School        |                                  |
| County/District/School (CDS) Code: 6000905       |                                  |
| LEA: Hayward Unified School District             |                                  |
| LEA Contact: Leticia Salinas                     | Telephone Number: (510) 784-2655 |
| E-Mail: lsalinas @husd.k12.ca.us                 | Fax Number: (510) 784-2656       |
|  |                                  |
| SACS Resource Code: 3180<br>Revenue Object: 8920 |                                  |

| Object Code                  | Description of Line Item                  | SIG Funds Budgeted |                    |                    |
|------------------------------|---|--------------------|--------------------|--------------------|
|                              |   | FY 2010–11         | FY 2011–12         | FY 2012–13         |
| 1000–<br>1999                | Certificated Personnel Salaries           | \$708,160          | \$708,160          | \$708,160          |
|                              |   |                    |                    |                    |
| 2000–<br>2999                | Classified Personnel Salaries             | \$71,579           | \$71,579           | \$71,579           |
|                              |   |                    |                    |                    |
| 3000–<br>3999                | Employee Benefits                         | \$117,636          | \$117,636          | \$117,636          |
|                              |   |                    |                    |                    |
| 4000–<br>4999                | Books and Supplies                        | \$542,407          | \$542,407          | \$542,407          |
|                              |   |                    |                    |                    |
| 5000–<br>5999                | Services and Other Operating Expenditures | \$147,333          | \$147,333          | \$147,332          |
|                              |   |                    |                    |                    |
| 6000–<br>6999                | Capital Outlay                            |                    |                    |                    |
|                              |   |                    |                    |                    |
|                              |   |                    |                    |                    |
|                              |   |                    |                    |                    |
|                              |   |                    |                    |                    |
| <b>Total Amount Budgeted</b> |   | <b>\$1,587,115</b> | <b>\$1,587,115</b> | <b>\$1,587,114</b> |

**SIG Form 4b—School Projected Budget****School Projected Budget**

Fiscal Year 2009–10

|  |                                  |
|--|----------------------------------|
| Name of School: Longwood Elementary School       |                                  |
| County/District/School (CDS) Code: 6001044       |                                  |
| LEA: Hayward Unified School District             |                                  |
| LEA Contact: Leticia Salinas                     | Telephone Number: (510) 784-2655 |
| E-Mail: lsalinas @husd.k12.ca.us                 | Fax Number: (510) 784-2656       |
|  |                                  |
| SACS Resource Code: 3180<br>Revenue Object: 8920 |                                  |

| Object Code                  | Description of Line Item                  | SIG Funds Budgeted |                    |                    |
|------------------------------|---|--------------------|--------------------|--------------------|
|                              |   | FY 2010–11         | FY 2011–12         | FY 2012–13         |
| 1000–<br>1999                | Certificated Personnel Salaries           | \$740,993          | \$740,993          | \$740,993          |
|                              |   |                    |                    |                    |
| 2000–<br>2999                | Classified Personnel Salaries             | \$71,579           | \$71,579           | \$71,579           |
|                              |   |                    |                    |                    |
| 3000–<br>3999                | Employee Benefits                         | \$122,587          | \$122,587          | \$122,587          |
|                              |   |                    |                    |                    |
| 4000–<br>4999                | Books and Supplies                        | \$544,486          | \$544,486          | \$544,486          |
|                              |   |                    |                    |                    |
| 5000–<br>5999                | Services and Other Operating Expenditures | \$147,333          | \$147,333          | \$147,333          |
|                              |   |                    |                    |                    |
| 6000–<br>6999                | Capital Outlay                            |                    |                    |                    |
|                              |   |                    |                    |                    |
|                              |   |                    |                    |                    |
|                              |   |                    |                    |                    |
|                              |   |                    |                    |                    |
| <b>Total Amount Budgeted</b> |   | <b>\$1,626,978</b> | <b>\$1,626,978</b> | <b>\$1,626,978</b> |

## SIG Form 5a–LEA Budget Narrative

### LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

| Activity Description<br>(See instructions)   | Subtotal<br>(For each activity) | Object<br>Code |
|--|---------------------------------|----------------|
| 1.0 FTE Accountant   | \$165,621                       | 2900           |
| Establish and maintain complete financial records of SIG grants. Provide accounting functions for each of the SIG schools. Submit reports as needed. | \$44,316                        | 3000 -<br>3999 |
| Indirect costs   | \$761,904                       | 7310 &<br>7350 |

**SIG Form 5b–School Budget Narrative****School Budget Narrative**

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

**School Name: TENNYSON HIGH SCHOOL**

| Activity Description  | Subtotal (For each activity)        | Object                |
|---|-------------------------------------|-----------------------|
| <b>1 FTE SIG Coordinator</b><br>Coordinate and facilitate grant related professional development activities, collect and coordinate data for teacher and school analysis, coordinate and facilitate family and community grant related activities<br>Benefits | \$311,070<br><br>\$44,444           | 1300<br><br>3000-3999 |
| <b>4 FTE Teacher Coaches</b><br>ELA, ELD, and Math. Provide support for teaches and to coordinate and facilitate data analysis and data talks.<br>Benefits  | \$846,000<br><br>\$117,931          | 1100<br><br>3000-3999 |
| <b>1 Technology Integration Specialist</b><br>Certificated position to provide support and training to teachers to use technology and electronic software effectively, to develop curriculum, and to utilized educational technology resources.<br>Benefits   | \$282,000<br><br>\$39,453           | 1100<br><br>3000-3999 |
| <b>5 AP teachers @.20 each</b> to provide 5 AP classes a year at Twilight School<br>Benefits  | \$282,000<br><br>\$39,453           | 1105<br><br>3000-3999 |
| <b>TOTAL CERTIFICATED</b>   | <b>\$1,962,351</b>                  |                       |
| <b>Bilingual Parent Outreach Worker .75</b><br>Coordinate, facilitate parent outreach activities. Plan and develop parent trainings.<br>Benefits<br>PERS Reduc  | \$82,878<br><br>\$19,484<br>\$2,337 | 2960                  |
| <b>Computer Lab Assistant 1.0</b><br>Manage and maintain school computer lab. Provide computer assistance to students before, during, and after school.<br>Benefits<br>PERS Reduc   | \$89,859<br><br>\$21,066<br>\$2,534 | 2980                  |

|   |                       |           |
|---|-----------------------|-----------|
| <b>.50 FTE Office Specialist</b> for provide office and clerical support for Twilight School  | \$54,900              | 2400      |
| Benefits  | \$13,146              | 3000-3999 |
| PERS Reduction  | \$1,548               | 3802      |
| <b>TOTAL CLASSIFIED PERSONNEL</b>   | <b>\$287,752</b>      |           |
| <b>Performance incentives</b> for administrators, teachers, and staff to be paid at the beginning of Year 2 and year 3.                             |                       | 1120-1320 |
| \$1000 x 86 staff members (teachers, administrators, counselors, grant coordinator) + \$2500 for principal and assistant principals                 | \$280,500<br>\$39,270 | 3000-3999 |
| Benefits  | \$30,000              | 2120-2920 |
| \$1000 x 10 classified staff  | \$7,505               | 3000-3999 |
| Benefits  | \$846                 | 3802      |
| PERS Reduction  |                       |           |
| <b>TOTAL PERFORMANCE AND RETENTION INCENTIVES</b>   | <b>\$358,121</b>      |           |
| <b>Extra Hours</b> for teachers to conduct data analysis, curriculum planning, attend professional development<br>78 teachers x 18 hrs. x \$38/hour | \$153,900             | 1128      |
| Benefits  | \$21,126              | 3000-3999 |
| <b>Extra Hours for two teachers to teachers PASS</b> (Portable Assisted Study Sequence) for grades 9 – 12 credit recovery program                   | \$43,360              | 1108      |
| Benefits  | \$6,227               | 3000-3999 |
| <b>Extra hours for teachers</b> to teach summer school for 8 <sup>th</sup> graders transitioning to high school.                                    | \$91,200<br>\$12,519  |           |
| Benefits  |                       |           |
| <b>Extra hours</b> for classified staff to serve Twilight School (library technician, career center technician, custodian, campus security)         | \$165,375             | 1128      |
| Benefits  | \$37,721              | 3000-3999 |
| PERS Reduction  | \$4,607               | 3802      |
| <b>TOTAL EXTRA HOURS</b>  | <b>\$536,035</b>      |           |
| <b>Substitute Costs</b> for release days to attend professional development<br>50 teachers x 5 days x \$150   | \$112,500             | 1150      |
| Benefits  | \$14,216              | 3000-3999 |
| <b>TOTAL SUBSTITUTE</b>   | <b>\$126,716</b>      |           |

|  |                    |      |
|--|--------------------|------|
|  |                    |      |
| <b>Instructional Materials and Technology Materials</b>  |                    | 4310 |
| <u>Technology</u> <ul style="list-style-type: none"> <li>- Computer lab equipment and computer upgrades</li> <li>- State of the art technology for teacher use: Elmo, smart boards, laptops, LCD projectors</li> <li>- Software to support classroom instruction</li> </ul>          | \$850,000          |      |
| <u>Instructional Materials:</u> Supplementary materials to support core content areas, including materials in the primary language to support ELL students, and College Board instructional materials (see above).   | \$723,504          |      |
| <b>TOTAL INSTRUCTIONAL MATERIALS</b>   | <b>\$1,573,504</b> |      |
| <b>Professional Development for Teachers</b>   |                    | 5220 |
| <u>Sheltered Instruction Observation Protocol (SIOP)</u> training for content area teachers on effective instructional strategies for English Language Learners. Year 1 only<br>\$600 x 60 teachers  | \$36,000           |      |
| <u>Expository Reading and Writing Training</u> for English teachers. Focus on strategies to develop academic literacy of students in Grades 11 & 12 to meet college entrance requirements in Math. (Cal State East Bay)<br>Cost restricted to printing costs.                        | \$45,000           |      |
| <u>ACCLAIM Algebra I Mathematics Professional Development Institute</u> (Alameda County Office of Education) Summer 2011, 2012<br>@600/teacher x 20 teachers   | \$36,000           |      |
| <u>Math Coaching Network</u> (Alameda County Office of Education)<br>Individual teacher follow-up and support in learning new mathematics content, pedagogy, and strategies  | \$75,000           |      |
| <u>Reading Apprenticeship:</u> Literacy Strategies to use across the curriculum (West Ed) Summer 2011, 2012<br>Training for English, Math, Science, Social Science Teachers<br>\$1200 x 36 teachers  | \$75,000           |      |
| <u>College Board:</u> Research based professional development activities for teachers and administrators that will expand and enrich the current advanced placement program opportunities at the school, with the goal of increasing rigor, excellence, and equity for all students. | \$179,400          |      |
| <u>Conferences:</u> Registration fees to attend subject matter conferences.  | \$15,000           |      |



|  |                    |      |
|--|--------------------|------|
| <b>TOTAL PROFESSIONAL DEVELOPMENT</b>  | <b>\$461,400</b>   |      |
| <b>Parent Training and Workshops</b><br>Workshops for parents to be provided by community based organizations, district and office staff, parent outreach workers, and opportunities to attend parent focused conferences. | <b>\$50,000</b>    | 5220 |
| <b>Evaluator</b> (to be determined) Provide evaluation services at end of Year 1, 2, and 3   | <b>\$30,000</b>    | 5000 |
| <b>TOTAL BUDGET</b>  | <b>\$5,385,879</b> |      |

## SIG Form 5b–School Budget Narrative

### School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

**School Name:** BURBANK ELEMENTARY

| Activity Description  | Subtotal (For each activity) | Object    |
|---|------------------------------|-----------|
| <b>1 FTE SIG Coordinator</b><br>Coordinate and facilitate grant related professional development activities, collect and coordinate data for teacher and school analysis, coordinate and facilitate family and community grant related activities | \$311,070                    | 1300      |
| Benefits  | \$44,444                     | 3000-3999 |
| <b>4 FTE Teacher Coaches</b><br>ELA, ELD, and Math. Provide support for teaches and to coordinate and facilitate data analysis and data talks.  | \$846,000                    | 1100      |
| Benefits  | \$117,931                    | 3000-3999 |
| <b>TOTAL CERTIFICATED PERSONNEL</b>   | <b>\$1,319,445</b>           |           |
| <b>Bilingual Parent Outreach Worker .75</b><br>Coordinate, facilitate parent outreach activities. Plan and develop parent trainings.  | \$82,878                     | 2960      |
| Benefits  | \$19,484                     |           |
| PERS Reduc  | \$2,337                      |           |
| <b>Computer Lab Assistant 1.0</b><br>Manage and maintain school computer lab. Provide computer assistance to students before, during, and after school.   | \$89,859                     | 2980      |
| Benefits  | \$21,066                     |           |
| PERS Reduc  | \$2,534                      |           |
| <b>TOTAL CLASSIFIED PERSONNEL</b>   | <b>\$218,158</b>             |           |
| <b>Performance incentives</b> for administrators, teachers, and staff to be paid at the beginning of Year 2, 3, and Year 4. <b>Retention and recruitment</b> incentives to be paid at the end of Year 1, 2, and 3.                                |                              | 1120-1320 |
| \$1000 x 35 staff members (teachers, grant coordinator) + \$2500 for principal and assistant principal  | \$120,000                    | 3000-3999 |

|  |                  |           |
|--|------------------|-----------|
| Benefits   | \$16,800         |           |
| \$1000 x 7 classified staff  |                  | 2120-2920 |
| Benefits   | \$21,000         | 3000-3999 |
| PERS Reduction   | \$4,866          |           |
|  | \$592            |           |
| \$1000 x 35 staff members (teachers, grant coordinator) +  | \$120,000        | 3000-3999 |
| \$2500 for principal and assistant   | \$16,800         |           |
| Benefits   |                  |           |
| \$1000 x 7 classified staff  | \$21,000         | 2120-2920 |
| Benefits   | \$4,866          | 3000-3999 |
| PERS Reduction   | \$592            |           |
| <b>TOTAL PERFORMANCE AND RETENTION INCENTIVES</b>  | <b>\$326,516</b> |           |
| <b>Extra Hours for teachers</b>  |                  |           |
| Conduct data analysis, curriculum planning, attend professional development  | \$71,820         | 1128      |
| 35 teachers x 18 hrs. x \$38/hour (each year)  |                  |           |
| Benefits   | \$9,859          | 3000-3999 |
| Attend two week summer institute for professional development focused on SIG goals and objectives, planning, structured collaboration 2011, 2012, 2013 | \$239,400        | 1128      |
| 35 teachers x 60 hrs. x \$38/hour  |                  |           |
| Benefits   | \$32,862         | 3000-3999 |
| Teach four weeks summer school 2011, 2012, 2013  | \$228,000        | 1128      |
| 10 teachers x 100 hrs. x \$38/hour   |                  |           |
| Benefits   | \$32,041         | 3000-3999 |
| Saturday school for targeted students  | \$109,440        | 1128      |
| 8 teachers x 30 Saturdays x \$38/hr  |                  |           |
| Benefits   | \$15,023         | 3000-3999 |
| <b>TOTAL EXTRA HOURS</b>   | <b>\$738,445</b> |           |
| <b>Substitute Costs</b> for release days to attend professional development  | \$78,750         | 1150      |
| 35 teachers x 5 days x \$150   |                  |           |
| Benefits   | \$10,810         | 3000-3999 |
| <b>TOTAL SUBSTITUTE COSTS</b>  | <b>\$89,560</b>  |           |
| <b>Instructional Materials and Technology Materials</b>  |                  | 4310      |
| <u>Technology</u>  |                  |           |
| - Netbooks for ever student  | \$809,324        |           |
| - Computer lab equipment and computer upgrades   |                  |           |
| - State of the art technology for teacher use: Elmo, smart   |                  |           |

|   |                    |      |
|---|--------------------|------|
| boards, laptops, LCD projectors<br>- Software to support classroom instruction  |                    |      |
| <u>Instructional Materials:</u> Supplementary materials to support core content areas, including materials in the primary language to support ELL students.   | \$817,896          |      |
| <b>TOTAL INSTRUCTIONAL MATERIALS</b>  | <b>\$1,627,220</b> |      |
| <b>Professional Development for Teachers</b>  |                    | 5220 |
| <u>ACCLAIM</u> Mathematics Professional Development Institute (Alameda County Office of Education) Summer 2011, 2012 @600/teacher x 20 teachers   | \$72,000           |      |
| <u>Math Coaching Network</u> (Alameda County Office of Education) Individual teacher follow-up and support in learning new mathematics content, pedagogy, and strategies  | \$50,000           |      |
| <u>EL Achieve: Systematic ELD</u> Training for Administrators and teachers on planning and teaching an ELD program that is student centered and language-focused.   | \$75,000           |      |
| <u>Teach for Success</u> (West Ed)<br>Training for teachers and administrators on providing ongoing, specific feedback to teacher to improve their ability to plan, deliver, and assess effective rigorous based instruction. | \$75,000           |      |
| <u>External Provider:</u> Technical support provided by Dual Language Immersion researchers at Stanford University and University of California, Berkeley   | \$75,000           |      |
| <u>Conference Registration:</u> Registration fees to attend subject conferences.  | \$15,000           |      |
| <b>TOTAL PROFESSIONAL DEVELOPMENT</b>   | <b>\$362,000</b>   |      |
| <b>Parent Training and Workshops</b><br>Workshops for parents to be provided by community based organizations, district and office staff, parent outreach workers   | \$50,000           | 5000 |
| <b>Evaluator</b> (to be determined) Provide evaluation services at end of Year 1, 2, and 3  | \$30,000           | 5000 |
| <b>TOTAL BUDGET</b>   | <b>\$4,761,344</b> |      |

## SIG Form 5b–School Budget Narrative

### School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

**School Name: LONGWOOD ELEMENTARY**

| Activity Description  | Subtotal (For each activity)                  | Object   |
|---|---|--|
| <b>1 FTE SIG Coordinator</b><br>Coordinate and facilitate grant related professional development activities, collect and coordinate data for teacher and school analysis, coordinate and facilitate family and community grant related activities<br>Benefits   | \$311,070<br><br>\$44,444                     | 1300<br><br>3000-3999                                |
| <b>4 FTE Teacher Coaches</b><br>ELA, ELD, and Math. Provide support for teaches and to coordinate and facilitate data analysis and data talks.<br>Benefits  | \$846,000<br><br>\$117,931                    | 1100<br><br>3000-3999                                |
| <b>TOTAL CERTIFICATED</b>   | <b>\$1,319,445</b>                            |  |
| <b>Bilingual Parent Outreach Worker .75</b><br>Coordinate, facilitate parent outreach activities. Plan and develop parent trainings.<br>Benefits<br>PERS Reduc  | \$82,878<br><br>\$19,484<br>\$2,337           | 2960   |
| <b>Computer Lab Assistant 1.0</b><br>Manage and maintain school computer lab. Provide computer assistance to students before, during, and after school.<br>Benefits<br>PERS Reduc   | \$89,859<br><br>\$21,066<br>\$2,534           | 2980   |
| <b>TOTAL CLASSIFIED PERSONNEL</b>   | <b>\$218,158</b>                              |  |
| <b>Performance incentives</b> for administrators, teachers, and staff to be paid at the beginning of Year 2, 3, and Year 4. <b>Retention and recruitment</b> incentives to be paid at the end of Year 1, 2, and 3.<br><br>\$1000 x 30 staff members (teachers, grant coordinator) + \$2500 for principal and assistant principal<br>Benefits<br><br>\$1000 x 7 classified staff | <br><br>\$105,000<br>\$14,700<br><br>\$21,000 | 1120-1320<br><br>3000-3999<br>2120-2920<br>3000-3999 |

|   |                              |                                |
|---|------------------------------|--------------------------------|
| Benefits<br>PERS Reduction  | \$4,866<br>\$592             | 3802                           |
| <b>Recruitment and Retention Incentives</b> for administrators, teachers, and staff to be paid Year 1, 2, 3   |                              |                                |
| \$1000 x 30 staff members (teachers, grant coordinator) +<br>\$2500 for principal and assistant principal<br>Benefits   | \$105,000<br>\$14,700        | 3000-3999                      |
| \$1000 x 7 classified staff<br>Benefits<br>PERS Reduction   | \$21,000<br>\$4,866<br>\$592 | 2120-2920<br>3000-3999<br>3802 |
| <b>TOTAL PERFORMANCE AND RETENTION INCENTIVES</b>   | <b>\$292,316</b>             |                                |
| <b>Extra Hours for teachers</b><br>Conduct data analysis, curriculum planning, attend professional development<br>30 teachers x 18 hrs. x \$38/hour (each year)<br>Benefits                             | \$61,560<br><br>\$8,618      | 1128<br><br>3000-3999          |
| Attend two week summer institute for professional development focused on SIG goals and objectives, planning, structured collaboration 2011, 2012, 2013<br>30 teachers x 60 hrs. x \$38/hour<br>Benefits | \$205,200<br><br>\$28,728    | 1128<br><br>3000-3999          |
| Teach four weeks summer school 2011, 2012, 2013<br>20 teachers x 100 hrs. x \$38/hour<br>Benefits   | \$228,000<br><br>\$32,041    | 1128<br><br>3000-3999          |
| Saturday school for targeted students<br>8 teachers x 30 Saturdays x \$38/hr<br>Benefits  | \$109,440<br><br>\$15,023    | 1128<br><br>3000-3999          |
| Targeted Language Arts and Math After School Intervention<br>Benefits   | \$184,208<br>\$25,789        |                                |
| <b>TOTAL EXTRA HOURS</b>  | <b>\$898,607</b>             |                                |
| <b>Substitute Costs</b> for release days to attend professional development<br>30 teachers x 5 days x \$150<br>Benefits   | \$67,500<br><br>\$9,450      | 1150<br><br>3000-3999          |
| <b>TOTAL SUBSTITUTE</b>   | <b>\$76,950</b>              |                                |
| <b>Instructional Materials and Technology Materials</b>   |                              | 4310                           |
| <u>Technology</u><br>- Netbooks for ever student<br>- Computer lab equipment and computer upgrades<br>- State of the art technology for teacher use: Elmo, smart boards, laptops, LCD projectors        | \$884,766                    |                                |

|  |                    |      |
|--|--------------------|------|
| - Software to support classroom instruction  |                    |      |
| <u>Instructional Materials</u> : Supplementary materials to support core content areas, including materials in the primary language to support ELL students.   | \$748,692          |      |
| <b>TOTAL INSTRUCTIONAL MATERIALS</b>   | <b>\$1,633,458</b> |      |
| <b>Professional Development for Teachers</b>   |                    | 5220 |
| <u>ACCLAIM Mathematics Professional Development Institute</u> (Alameda County Office of Education) Summer 2011, 2012 @600/teacher x 20 teachers  | \$72,000           |      |
| <u>Math Coaching Network</u> (Alameda County Office of Education) Individual teacher follow-up and support in learning new mathematics content, pedagogy, and strategies   | \$50,000           |      |
| <u>EL Achieve: Systematic ELD</u> Training for Administrators and teachers on planning and teaching an ELD program that is student centered and language-focused.  | \$75,000           |      |
| <u>External Provider (such as Urban Ed Solutions)</u> Provide technical support on establishing an equity focused, college bound school  | \$75,000           |      |
| <u>Stanford Redesign</u> : Provide technical support on small school redesign  | \$75,000           |      |
| <u>Conference registration fees</u> for teachers to attend various professional development conferences specific to their grade level and subject matter focus.  | \$15,000           |      |
| <b>TOTAL PROFESSIONAL DEVELOPMENT</b>  | <b>\$362,000</b>   |      |
| <b>Parent Training and Workshops</b><br>Workshops for parents to be provided by community based organizations, district and office staff, parent outreach workers, and opportunities to attend parent focused conferences. | \$50,000           | 5220 |
| <b>Evaluator</b> (to be determined) Provide evaluation services at end of Year 1, 2, and 3   | \$30,000           | 5000 |
| <b>TOTAL BUDGET</b>  | <b>\$4,880,934</b> |      |

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/drug.asp>)  
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## Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

**Note:** Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

### Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
  - b. Establishing an on-going drug-free awareness program to inform employees about:
    1. The dangers of drug abuse in the workplace
    2. The grantee's policy of maintaining a drug-free workplace
    3. Any available drug counseling, rehabilitation, and employee assistance programs
    4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
  - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
  - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
    1. Abide by the terms of the statement
    2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
  - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
  - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
    1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
  - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

Hayward Unified School District

24411 Amador Street, Hayward, CA 94544

Alameda County

Check ☐ if there are workplaces on file that are not identified here.



**Disclosure of Lobbying Activities**

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure)

|   |  |   |
|---|--|---|
| <b>1. Type of Federal Action:</b><br>a. contract<br><input checked="" type="checkbox"/> b. grant<br>c. cooperative agreement<br>d. loan<br>e. loan guarantee<br>f. loan insurance   | <b>2. Status of Federal Action:</b><br><input checked="" type="checkbox"/> a. bid/offer/application<br>b. initial award<br>c. post-award | <b>3. Report Type:</b><br><input checked="" type="checkbox"/> a. initial filing<br>b. material change<br><br>For material change only:<br>Year _____ quarter _____<br>Date of last report _____ |
| <b>4. Name and Address of Reporting Entity:</b><br><input checked="" type="checkbox"/> Prime _____ Subawardee<br>Tier _____, if Known:<br><br>24411 Amador Street<br>Hayward, CA 94544<br><br>Congressional District, if known:   |  | <b>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</b><br><br>N/A<br><br>Congressional District, if known: 13   |
| <b>6. Federal Department/Agency:</b><br>Hayward Unified School District   |  | <b>7. Federal Program Name/Description:</b><br><br>CFDA Number, if applicable: _____  |
| <b>7. Federal Action Number, if known:</b>  |  | <b>9. Award Amount, if known:</b><br><br>\$   |
| <b>10. a. Name and Address of Lobbying Registrant</b><br>(if individual, last name, first name, MI):<br><br>N/A   |  | <b>b. Individuals Performing Services (including address if different from No. 10a)</b><br>(last name, first name, MI):<br>Hayward Unified School District                                      |
| <b>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</b> |  | Signature: <u>Janis Duran</u><br>Print Name: <u>Janis Duran</u><br>Title: <u>Superintendent</u><br>Telephone No.: <u>510-784-2640</u> Date: _____   |
| <b>Federal Use Only</b>   |  | <b>Authorized for Local Reproduction</b><br>Standard Form - LLL (Rev. 7-97)   |

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/debar.asp>)  
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## Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion—lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

### Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

### Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Hayward Unified School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Janis Duran, Superintendent

Signature: Janis Duran Date: 6/11/2010

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Questions: Funding Master Plan | [fmp@cde.ca.gov](mailto:fmp@cde.ca.gov) | 916-323-1544

Last Reviewed: Tuesday, February 24, 2009

## **SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)**

### **Sub-grant Conditions and Assurances**

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

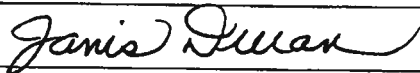
**SIG Form 7–Sub-grant Conditions and Assurances (page 2 of 3)**

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

**SIG Form 7-Sub-grant Conditions and Assurances (page 3 of 3)**

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

|                                   |  |
|-----------------------------------|--|
| Agency Name:                      | Hayward Unified School District  |
| Authorized Executive:             | Janis Duran, Superintendent  |
| Signature of Authorized Executive |  |

## SIG Form 8–Waivers Requested

### Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

**Note:** If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

☒ “Starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

# SIG Form 9–Schools to Be Served

## Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

| SCHOOL NAME          | CDS Code   | NCES Code    | TIER I | TIER II | TIER III | INTERVENTION<br>(TIER I AND II ONLY) |         |         |                | WAIVER(S) TO BE IMPLEMENTED |               | PROJECTED COST |
|----------------------|------------|--------------|--------|---------|----------|--------------------------------------|---------|---------|----------------|-----------------------------|---------------|----------------|
|                      |            |              |        |         |          | Turnaround                           | Restart | Closure | Transformation | Start Over                  | Implement SWP |                |
| Tennyson High School | 0138339    | 061674002135 |        | X       |          |                                      |         |         | X              |                             |               | \$5,385,879    |
| Burbank Elementary   | 6000905    | 061674002106 | X      |         |          |                                      |         |         | X              |                             |               | \$4,761,344    |
| Longwood Elementary  | 6001044    | 061674002120 | X      |         |          | X                                    |         |         |                | X                           |               | \$4,880,934    |
| Hayward USD          | 01-6119-00 | 0616740      |        |         |          |                                      |         |         |                |                             |               | \$971,841      |
|                      |            |              |        |         |          |                                      |         |         |                |                             |               |                |
|                      |            |              |        |         |          |                                      |         |         |                |                             |               |                |
|                      |            |              |        |         |          |                                      |         |         |                |                             |               |                |



# SIG FORM 10-Implementation Chart for a Tier I or Tier II School

## Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include actions and activities required to implement the model, a timeline with specific dates of implementation, the project cost of the identified activity, the personnel and materials federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

| School: <b>TENNYSON HIGH SCHOOL</b>  |   | Tier: I or <b>II</b> (circle one)   |                                    |  |   |
|--|---|-------------------------------------|------------------------------------|--|---|
| Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation |   |                                     |                                    |  |   |
| Total FTE required: <u>8.5</u> LEA <u>.25</u> School <u>9.25</u> Other <u>      </u>   |   |                                     |                                    |  |   |
|  | Services & Activities   | Timeline                            | Projected Costs<br>School      LEA | Resources  | Oversight   |
| RP   | Replace principal   | July, 2010                          | -0-                                | HUSD Asst Superintendent<br>Human Resources  | Superintendent  |
| TA   | Provide ongoing intensive technical assistance: <ul style="list-style-type: none"> <li>• Oversee the administration of the SIG program at the district level including management of budget, coordination of professional development activities, and grant tracking and reporting.</li> <li>• Guide and monitor school site leadership in implementing SIG goals and activities</li> <li>• Provide data systems and training for staff to inform instructional and planning</li> <li>• Ensure that professional development activities are designed to improve professional practice.</li> </ul> | 2010-2011<br>2011-2012<br>2012-2013 | \$385,514      \$614,121           | Educational Services staff; Standards, Assessment, Research and Evaluation staff; Title II coaches | SIG Coordinator, Executive Director<br>Academic Affairs |

|     |  |  |             |     |  |   |
|-----|--|--|-------------|-----|--|---|
| OF  | Grant new principal sufficient operational flexibility (e.g. in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and ultimately increase high school graduation rates. <ul style="list-style-type: none"> <li>Hire new staff based on desired competencies and qualities of transformation school model</li> <li>Finalize master schedule incorporating extended day activities</li> </ul> | Spring – Summer 2010<br><br>Spring 2010 – Fall 2010                          | -0-         | -0- | Human resources department; Educational Technology services  | Asst. Superintendent, Human Resources, Superintendent |
| ES  | Develop with teachers, principal and assistant principals a rigorous, transparent, and equitable evaluation system for teachers and principals. <ul style="list-style-type: none"> <li>Conduct negotiations with local bargaining units</li> <li>Create work group with representative from target transformation schools to develop evaluation system</li> <li>Implement teacher and principal evaluation tool</li> </ul>   | Fall 2010<br><br>Spring 2011<br><br>Fall 2011                                | -0-         | -0- | Executive Director, Academic Affairs; Director, Human Resources; Hayward Education Association   | Asst. Superintendent Human Resources                  |
| IRR | Reward principal, assistant principals, teachers, and other staff based on increased student achievement and graduation rate. Staff to be paid incentive rewards after release of CST scores in August.  | September 2012<br>September 2013<br>September 2014                           | \$358,121   |     | Asst. Superintendent Human Resources   |   |
| PD  | Provide instructional staff ongoing, high-quality professional development, including two week summer institutes for teachers to plan and evaluate SIG program goals and activities. <ul style="list-style-type: none"> <li>SIG (All content teachers)</li> </ul>  | School year 2010-2011, Summer 2011;<br>School year 2011 - 2012, Summer 2012; | \$1,425,331 |     | Executive Director, Academic Affairs, Director Assessment, Research & Evaluation; Teachers coaches ELA & Math, Special Education Dept. | Principal, SIG Coordinator                            |

|    |   |  |           |  |  |   |  |
|----|---|--|-----------|--|--|---|--|
|    | <ul style="list-style-type: none"> <li>• Reading Apprenticeship ( ELA)</li> <li>• ACCLAIM Math and Math Coaching</li> <li>• Expository Reading &amp; Writing (ELA)</li> <li>• College Board (AP teachers; department chairs)</li> <li>• Provide teacher coaching to develop instructional strategies, use of data and technology, and develop and implement standards aligned instruction</li> <li>• Provide ongoing professional development for teachers and staff on integration of technology and electronic software</li> <li>• Implement a schoolwide "response to intervention" (RTI) model, a comprehensive system of core instruction and interventions to benefit all students, including serving students who are found eligible for Special Education.</li> </ul> | School year<br>2012 - 2013<br><br>Summer 2011,<br>2012, 2013 |           |  |  |   |  |
| IP | Use data to identify and implement an instructional program that is research-based and vertically aligned and aligned with California's adopted academic content standards.   | School year<br>2010-2011,<br>2011-2012,<br>2012-2013         | \$301,742 |  | Director Assessment,<br>Research & Evaluation; | SIG<br>Coordinator,<br>Teacher<br>coaches |  |
| SD | Structure teacher collaboration time after school and teacher release days to use data to inform instruction and planning. Promote continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.   |  |           |  |  |   |  |

|             |   |   |             |  |   |  |
|-------------|---|---|-------------|--|---|--|
| ILT         | Offer students opportunities to enroll in advanced coursework. Provide teachers College Board training and supplementary materials to enrich advanced placement program opportunities for all students. AP classes to be offered during school and during Twilight school (after school)  | School year 2010-2011, 2011-2012, 2012-2013 | \$598,750   |  | Executive Director, Academic Affairs  | Principal, counselors                        |
| ILT         | Increase student learning time through additional course offerings in Twilight School: AP, credit recovery, dual enrollment classes. Zero and 7 <sup>th</sup> period to be offered for students needing additional classes.<br><br>Improve student transition from middle to high school through summer transition program. Classes to focus on reading and math readiness; study skills preparation for high school. | School year 2010-2011, 2011-2012, 2012-2013 | \$153,306   |  | Director, Youth Enrichment Program; ELL Program specialists<br><br>Middle School Counselors | Principal, counselors<br><br>SIG Coordinator |
| FCE         | Partner with community based organizations and other external providers to provide parent workshops and training in supporting and being active partners in their child's education.  | School year 2010-2011, 2011-2012, 2012-2013 | \$154,699   |  | Student and Family Services; English Language Learner Department                            | SIG Coordinator                              |
| PD, ILT, SD | Purchase instructional materials and technology to support core content areas, including materials in the primary language to support ELL students, and College Board materials to enhance and expand AP class offerings.<br><br>Use and integrate technology-based supports and interventions as part of the instructional program.<br><br>Provide training for teachers in using                                    | School year 2010-2011, 2011-2012, 2012-2013 | \$2,008,416 |  | Educational Services Department   | SIG Coordinator, SIG Coaches                 |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  | <p>technology effectively to develop curriculum and to utilize educational technology resources.</p> <p>Upgrade classroom technology and teacher technology tools.</p> |  |  |  |  |  |
|--|--|--|--|--|--|--|

# SIG FORM 10-Implementation Chart for a Tier I or Tier II School

## Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include actions and activities required to implement the model, a timeline with specific dates of implementation, the project cost of the identified activity, the personnel and materials federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

| School: <b>BURBANK ELEMENTARY SCHOOL</b>   |  | Tier: <u>II</u> (circle one)        |                                    |   |   |
|--|--|-------------------------------------|------------------------------------|---|---|
| Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation |  |                                     |                                    |   |   |
| Total FTE required: <u>6.0</u> LEA <u>.25</u> School <u>.75</u> Other <u>      </u>  |  |                                     |                                    |   |   |
|  | Services & Activities  | Timeline                            | Projected Costs<br>School      LEA | Resources   | Oversight   |
| RP   | Replace principal  | July, 2010                          | -0-                                | HUSD Asst Superintendent<br>Human Resources   | Superintendent  |
| TA   | Provide ongoing intensive technical assistance: <ul style="list-style-type: none"> <li>• Oversee the administration of the SIG program at the district level including management of budget, coordination of professional development activities, and grant tracking and reporting.</li> <li>• Guide and monitor school site leadership in implementing SIG goals and activities</li> <li>• Provide data systems and training for staff to inform instructional and planning</li> <li>• Ensure that professional development are designed to improve professional practice</li> <li>• Contract with external provider</li> </ul> | 2010-2011<br>2011-2012<br>2012-2013 | -0-<br>\$460,514<br>\$238,656      | Educational Services staff,<br>Standards, Assessment,<br>Research and Evaluation<br>staff, Title II coaches | SIG<br>Coordinator,<br>Executive<br>Director<br>Academic<br>Affairs |

|     |   |   |             |     |  |   |   |
|-----|---|---|-------------|-----|--|---|---|
|     | such as West Ed on systems for provide feedback to teachers to improve instruction  |   |             |     |  |   |   |
|     | <ul style="list-style-type: none"> <li>Provide technical support on current research and practices of Dual Language Immersion programs.</li> </ul>  |   |             |     |  |   |   |
| OF  | Grant new principal sufficient operational flexibility (e.g. in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes<br>Hire new staff based on desired competencies and qualities of transformation school model   | Spring – Summer 2010<br><br>Ongoing 2010-2011, 2011-2012, 2012-2013 | -0-         | -0- |  | Human resources department; Educational Technology services   | Asst. Superintendent, Human Resources, Superintendent |
| ES  | Develop with teachers, principal and assistant principal a rigorous, transparent, and equitable evaluation system for teachers and principals. <ul style="list-style-type: none"> <li>Conduct negotiations with local bargaining units</li> <li>Create work group with representative from target transformation schools to develop evaluation system</li> <li>Implement teacher and principal evaluation tool</li> </ul> | Fall 2010<br><br>Spring 2011<br><br>Fall 2011                       | -0-         | -0- |  | Executive Director, Academic Affairs; Director, Human Resources; Hayward Education Association                | Asst. Superintendent Human Resources                  |
| IRR | Reward principal, assistant principal, teachers, and other staff based on increased student achievement and graduation rate. Staff to be paid incentive rewards after release of CST scores in August.  | September 2012<br>September 2013<br>September 2014                  | \$326,516   |     |  | Asst. Superintendent Human Resources  |   |
| PD  | Provide instructional staff ongoing, high-quality professional development, <ul style="list-style-type: none"> <li>EL Achieve- Systematic ELD (all teachers)</li> </ul>   | School year 2010-2011, 2011-2012, 2012-2013                         | \$1,523,193 |     |  | Executive Director, Academic Affairs, Director Assessment, Research & Evaluation; Teachers coaches ELA & Math | Principal, SIG Coordinator                            |

|            |   |   |           |  |  |   |                                  |
|------------|---|---|-----------|--|--|---|----------------------------------|
|            | <ul style="list-style-type: none"> <li>• ACCLAIM Math and Math Coaching</li> <li>• Teach for Success – teacher feedback and coaching</li> </ul> <p>Provide teacher coaching, demonstration lessons, data support</p> <p>Two week summer institutes for teachers to plan and evaluate SIG program goals and activities.</p> <p>Implement a schoolwide "response to intervention" (RTI) model, a comprehensive system of core instruction and interventions to benefit all students, including serving students who are found eligible for Special Education.</p> | Summer 2011, 2012, 2013                     |           |  |  | Categorical Funds to support: EIA, Title I, Title III       |                                  |
| IP         | Use data to identify and implement an instructional program that is research-based and vertically aligned and aligned with California's adopted academic content standards.   | School year 2010-2011, 2011-2012, 2012-2013 | \$171,239 |  |  | Director Assessment, Research & Evaluation;                 | SIG Coordinator, Teacher coaches |
| SD         | Structure teacher collaboration time after school and teacher release days to use data to inform instruction and planning.  |   |           |  |  |   |                                  |
| ILT        | Increase student learning time through extended day activities, Saturday schools, and summer sessions.  | School year 2010-2011, 2011-2012, 2012-2013 | \$384,504 |  |  | Director, Youth Enrichment Program; ELL Program specialists | Principal, counselors            |
|            |   | Summer 2011, 2012, 2013                     |           |  |  | Categorical Funds to support: EIA, Title I, Title III       |                                  |
| IP, PD, SD | Use and integrate technology-based supports and interventions as part of the instructional program.   | School year 2010-2011, 2011-2012, 2012-2013 | \$922,783 |  |  | Technology Services Department                              | Principal, SIG Coordinator       |
|            |   |   |           |  |  | Categorical Funds to support:                               |                                  |



|                |  |  |           |  |  |   |
|----------------|--|--|-----------|--|--|---|
|                | Provide training for teachers in using technology effectively to develop curriculum and to utilize educational technology resources.<br><br>Upgrade classroom technology and teacher technology tools. |  |           |  | EIA, Title I, Title III                                  |   |
| FCE            | Partner with community based organizations and other external providers to provide parent workshops and training in supporting and being active partners in their child's education.                   | School year<br>2010-2011,<br>2011-2012,<br>2012-2013 | \$154,699 |  | Categorical Funds to support:<br>EIA, Title I, Title III | SIG<br>Coordinator,<br>Parent<br>Outreach<br>Worker |
| PD, ILT,<br>SD | Provide students with standards based instructional materials to support core content areas, including materials in the primary language to support ELL students.                                      | School year<br>2010-2011,<br>2011-2012,<br>2012-2013 | \$817,896 |  | Educational Services<br>Department                       | SIG<br>Coordinator;<br>SIG Coaches                  |

# SIG FORM 10-Implementation Chart for a Tier I or Tier II School

## Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include actions and activities required to implement the model, a timeline with specific dates of implementation, the project cost of the identified activity, the personnel and materials federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

| School: <b>LONGWOOD ELEMENTARY SCHOOL</b>  |   | Tier: <b>I</b> or II (circle one)                     |                                       |  |   |
|--|---|---|---------------------------------------|--|---|
| Intervention Model: <input checked="" type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation |   |   |                                       |  |   |
| Total FTE required: <u>6.0</u> LEA <u>.25</u> School <u>.75</u> Other <u>      </u>  |   |   |                                       |  |   |
| RP   | Services & Activities   | Timeline  | Projected Costs<br>School LEA         | Resources  | Oversight   |
| TA   | Replace principal<br><br>Provide ongoing intensive technical assistance: <ul style="list-style-type: none"> <li>Oversee the administration of the SIG program at the district level including management of budget, coordination of professional development activities, and grant tracking and reporting.</li> <li>Guide and monitor school site leadership in implementing SIG goals and activities</li> <li>Provide data systems and training for staff to inform instructional and planning</li> <li>Ensure that professional development activities related to implementation of ELA and Math materials</li> </ul> | July, 2010<br><br>2010-2011<br>2011-2012<br>2012-2013 | -0-<br><br>\$460,514<br><br>\$119,066 | HUSD Asst Superintendent<br>Human Resources<br><br>Educational Services staff;<br>Standards, Assessment,<br>Research and Evaluation<br>staff; Title II coaches | Superintendent<br><br>SIG<br>Coordinator,<br>Executive<br>Director<br>Academic<br>Affairs |

|            |  |  |             |  |  |  |                                      |  |
|------------|--|--|-------------|--|--|--|--------------------------------------|--|
|            | <ul style="list-style-type: none"> <li>External provider such as Urban Solutions and Stanford Redesign to develop strategies and school design for an equity focused, college bound school.</li> <li>Hire SIG Coordinator. Together with turnaround principal, serve as governance structure to ensure the turnaround model requirements are met.</li> </ul> |  |             |  |  |  |                                      |  |
| SS         | Replace staff, rehiring no more than 50%, and hire staff on the basis of teacher evaluation and administrator feedback, and input provided by SIG input process on effective characteristics of turnaround teachers.   | May 2010 – August 2010                             | -0-         |  |  | Asst. Supt. And Director of Human Resources; Executive Director Academic Affairs   | Asst. Superintendent Human Resources |  |
| RPR        | Reward principal, assistant principal, teachers, and other staff based on increased student achievement and graduation rate. Staff to be paid incentive rewards after release of CST scores in August.<br><br>Retention incentives for principals, teachers, and other staff based on performance as determined by new evaluation system.                    | September 2012<br>September 2013<br>September 2014 | \$292,316   |  |  | Asst. Superintendent Human Resources   |                                      |  |
| PD, SD, IP | Provide instructional staff ongoing, high-quality professional development <ul style="list-style-type: none"> <li>EL Achieve- Systematic ELD (all teachers)</li> <li>ACCLAIM Math and Math Coaching</li> <li>Urban Solutions: Developing</li> </ul>  | School year 2010-2011, 2011-2012, 2012-2013        | \$1,484,859 |  |  | Executive Director, Academic Affairs, Director Assessment, Research & Evaluation; Teachers coaches ELA & Math<br><br>Categorical Funds to support: ELA, Title I, Title III | Principal, SIG Coordinator           |  |

|             |   |   |           |  |   |                                  |
|-------------|---|---|-----------|--|---|----------------------------------|
|             | <p>instructional strategies and school design for an equity focuses, college bound school</p> <ul style="list-style-type: none"> <li>Stanford Redesign: technical support in small school design</li> </ul> <p>Provide teacher coaching, demonstration lessons, data support</p> <p>Conduct two week summer institutes for teachers to plan and evaluate SIG program goals and activities.</p> <p>Implement a schoolwide "response to intervention" (RTI) model, a comprehensive system of core instruction and interventions to benefit all students, including serving students who are found eligible for Special Education.</p> | Summer 2011, 2012, 2013   |           |  | Special Education Dept.   |                                  |
| IP          | <p>Use data to identify and implement an instructional program that is research-based and vertically aligned and aligned with California's adopted academic content standards.</p> <p>Structure teacher collaboration time after school and teacher release days to use data to inform instruction and planning.</p>  | School year 2010-2011, 2011-2012, 2012-2013                                       | \$147,128 |  | Director Assessment, Research & Evaluation;   | SIG Coordinator, Teacher coaches |
| SD          |   |   |           |  |   |                                  |
| ILT         | <p>Increase student learning time through extended day activities, Saturday schools, after school and summer sessions.</p>  | <p>School year 2010-2011, 2011-2012, 2012-2013</p> <p>Summer 2011, 2012, 2013</p> | \$594,501 |  | <p>Director, Youth Enrichment Program; ELL Program specialists</p> <p>Categorical Funds to support: EIA, Title I, Title III, ELAP</p> | Principal, counselors            |
| ILT, PD, SD | Use and integrate technology-based supports and interventions as part of  | School year 2010-2011,  | \$998,225 |  | Technology Services Department  | Principal, SIG                   |

|                |  |  |           |  |  |   |
|----------------|--|--|-----------|--|--|---|
|                | the instructional program.<br>Provide training for teachers in using technology effectively to develop curriculum and to utilize educational technology resources.<br>Upgrade classroom technology and teacher technology tools. | 2011-2012,<br>2012-2013                              |           |  | Categorical Funds to support:<br>EIA, Title I, Title III | Coordinator   |
| FCE            | Partner with community based organizations and other external providers to provide parent workshops and training in supporting and being active partners in their child's education.   | School year<br>2010-2011,<br>2011-2012,<br>2012-2013 | \$154,699 |  | Categorical Funds to support:<br>EIA, Title I, Title III | SIG<br>Coordinator,<br>Parent<br>Outreach<br>Worker |
| PD, ILT,<br>SD | Provide students with standards based instructional materials to support core content areas, including materials in the primary language to support ELL students.  | School year<br>2010-2011,<br>2011-2012,<br>2012-2013 | \$748,692 |  | Educational Services<br>Department                       | SIG<br>Coordinator;<br>SIG Coaches                  |

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**Western Regional Office**  
2099 Gateway Place, Suite 550  
San Jose, CA 95110-1051

T 408 367-1515 F 408 367-1459 [www.collegeboard.com](http://www.collegeboard.com)

May 28, 2010

Janis Duran  
Superintendent  
Hayward Unified School District  
24411 Amador Street  
Hayward, CA 94544

Dear Superintendent Duran,

The College Board is honored to serve as a partner to support Hayward Unified School District's School Improvement Grant (SIG) proposal to turnaround or transform four of the district's lowest-performing schools: Tennyson High School, Burbank Elementary School, Longwood Elementary School, and Harder Elementary School.

You have developed a comprehensive reform plan that strategically addresses the targeted schools' instructional needs, teacher capacity, student engagement, school culture, family and community engagement, and the building of distributed leadership. We are confident that your proposal will lead to significant improvements in the academic performance and educational outcomes of students at your targeted schools, and look forward to helping you meet your goals.

As a strategic partner, the College Board commits to:

- Providing customized Pre-AP<sup>®</sup>, AP<sup>®</sup> and vertical teaming professional development to Tennyson High School educators, counselors, and administrators to increase rigor and expand opportunities for all students (including English learners) to enroll in advanced coursework that is vertically aligned to college-level standards
- Supporting the successful and effective administration of key college readiness assessments (including PSAT/NMSQT<sup>®</sup>, SAT<sup>®</sup>, and AP<sup>®</sup> exams) to support early diagnostic, assessment, and college preparation
- Providing professional development, materials, and support to ensure the effective implementation of the SpringBoard Pre-AP<sup>®</sup> curriculum and the CollegeEd<sup>®</sup> college and career planning curriculum
- Providing PSAT<sup>®</sup>, SAT<sup>®</sup>, and AP<sup>®</sup> fee waivers or reductions to eligible low-income students to reduce barriers to college

As a non-profit membership organization with over 100 years of experience in connecting students with college success, the College Board is uniquely equipped to support your goal of creating a stronger college-going culture and ensuring all students are college and career ready. We have forged strong partnerships with school districts throughout the nation to support



excellence and equity for all students, particularly those who have been and continue to be underserved. We are excited to build a powerful partnership that will directly benefit students at four of Hayward Unified School District's highest need schools. Thank you for including the College Board in this important effort.

Sincerely,

A handwritten signature in black ink, appearing to read 'Al Mijares', with a stylized flourish at the end.

Al Mijares  
Regional Vice President  
The College Board, Western Regional Office





## Alameda County Office of Education

Sheila Jordan  
Superintendent

Carlene Naylor  
Associate Superintendent  
Business Services

Rick Minnis  
Chief Human Resources Officer

Naomi Williams  
Assistant Superintendent  
Educational Services

John Flores  
Assistant Superintendent  
Student Programs and Services

### BOARD OF EDUCATION

Jacdi Fox Ruby  
Trustee Area 1

Marion L. McWilson  
Trustee Area 2

Ken Berrick  
Trustee Area 3

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Eileen McDonald  
Trustee Area 6

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Trustee Area 7

313 W. Winton Ave.  
Hayward, California  
94544-1136

(510) 887-0152

[www.acoe.org](http://www.acoe.org)



June 1, 2010

California Department of Education  
School Improvement Grant  
1430 N Street, Suite 6208  
Sacramento, California 95814-5901

Dear Superintendent Duran:

I/We are writing to express strong support for Hayward Unified School District's application for the School Improvement Grant. This new approach, which is being driven by local school district superintendents, will give us a plan for California that reflects the excellent work being done already in our schools, and builds on that foundation for future reforms. Specifically, the plan will do the following:

- Stronger focus on teacher and principal evaluations, using multiple measures, that support great and effective teachers and principals
- Building on and refining California's rigorous standards and assessment systems, that support student achievement and turning around failing schools
- Enhancing local data systems and providing training toward "real time" classroom instructional improvement
- Implementing necessary turn-around strategies for our lowest performing schools
- Supports and continues to expand upon great STEM programs throughout our kindergarten through grade twelve curriculum and training
- Continues to advance the collaboration with higher education on the teacher pipeline and producing teachers ready to enter the classroom and encourage work in low performing schools

If you have any questions regarding this letter of support, please feel free to call me at 510-670-4235.

Sincerely,

Héctor García

Director, Curriculum & Instruction



May 24, 2010

California Department of Education  
School Improvement Grant  
1430 N Street, Suite 6208  
Sacramento, California 95814-5901

Dear Superintendent Duran:

I am writing to express strong support for Hayward Unified School District's application for the School Improvement Grant. I believe this new approach, driven by local school district superintendents, reflects the excellent work being done already in HUSD's schools, and builds on that foundation for future reforms. Specifically, we endorse the following components of the plan:

- Building on and refining California's rigorous standards and assessment systems, that support student achievement and turning around failing schools
- Implementing necessary turn-around strategies for our lowest performing schools
- Supporting and continuing to expand upon great STEM programs throughout HUSD's kindergarten through grade twelve curriculum and training
- Continuing to advance the collaboration with higher education on the teacher pipeline and producing teachers ready to enter the classroom and encourage work in low performing schools

I appreciate your consideration of this grant application and look forward to your affirmative decision to select and support the Hayward Unified School District's courageous and creative efforts to improve the academic achievement of our students.

Sincerely,

  
Robyn Fisher, President  
RTFisher Educational Enterprises, Inc.



**Tiburcio Vasquez Health Center, Inc.**  
33255 Ninth Street, Union City, California 94587  
Administration: (510) 471-5907 Appointments: (510) 471-5880 Fax: (510) 471-9051

May 19, 2010

California Department of Education  
School Improvement Grant  
1430 N Street, Suite 6208  
Sacramento, California 95814-5901

Dear Superintendent Duran:

I am writing on behalf of Tiburcio Vasquez Health Center Inc. to express strong support for Hayward Unified School District's application for the School Improvement Grant. This new approach, which is being driven by local school district superintendents, will give us a plan for California that reflects the excellent work being done already in our schools, and builds on that foundation for future reforms. Specifically, the plan will do the following:

- Stronger focus on teacher and principal evaluations, using multiple measures, that support great and effective teachers and principals
- Building on and refining California's rigorous standards and assessment systems, that support student achievement and turning around failing schools
- Enhancing local data systems and providing training toward "real time" classroom instructional improvement
- Implementing necessary turn-around strategies for our lowest performing schools
- Supports and continues to expand upon great STEM programs throughout our kindergarten through grade twelve curriculum and training
- Continues to advance the collaboration with higher education on the teacher pipeline and producing teachers ready to enter the classroom and encourage work in low performing schools

If you have any questions regarding this letter of support, please contact Malou Martinez at 510-471-5880 ext 3329 or at [mmartinez@tvhc.org](mailto:mmartinez@tvhc.org).

Sincerely,

Jose Joel Garcia, CEO  
Tiburcio Vasquez Health Center, Inc.



Thursday, June 03, 2010

California Department of Education  
School Improvement Grant  
1430 N Street, Suite 6208  
Sacramento, California 95814-5901

Dear Superintendent Duran:

On behalf of the Hayward Coalition for Healthy Youth, I am writing to express strong support for Hayward Unified School District's application for the School Improvement Grant. This new approach, which is being driven by local school district superintendents, will give us a plan for California that reflects the excellent work being done already in our schools, and builds on that foundation for future reforms. Specifically, the plan will do the following:

- Stronger focus on teacher and principal evaluations, using multiple measures, that support great and effective teachers and principals
- Building on and refining California's rigorous standards and assessment systems, that support student achievement and turning around failing schools
- Enhancing local data systems and providing training toward "real time" classroom instructional improvement
- Implementing necessary turn-around strategies for our lowest performing schools
- Supports and continues to expand upon great STEM programs throughout our kindergarten through grade twelve curriculum and training
- Continues to advance the collaboration with higher education on the teacher pipeline and producing teachers ready to enter the classroom and encourage work in low performing schools

If you have any questions regarding this letter of support, please contact Jesse Garrett, Facilitator & Staff for the Hayward Coalition for Healthy Youth, 510-885-8740, [jesse.garrett@hsimail.org](mailto:jesse.garrett@hsimail.org)

Sincerely,

Jesse Garrett

Facilitator & Staff for the Hayward Coalition for Healthy Youth



# Hayward Unified School District

## *Building a Culture of Success: "ALL Means ALL"*

June 1, 2010

**Janis Duran,**  
*Interim Superintendent*

**Barry Schimmel, Ed. D.**  
*Assistant Superintendent,*  
Business Services

**Donna Becnel**  
*Assistant Superintendent,*  
Human Resources

**Leticia Salinas**  
*Executive Director,*  
Academic Affairs

**Chien Wu-Fernandez**  
*Executive Director,*  
Student & Family  
Support Services

California Department of Education  
School Improvement Grant  
1430 N Street, Suite 6208  
Sacramento, California 95814-5901

Dear CDE School Improvement Grant Committee:


I am writing to express my overwhelming support for Hayward Unified School District's application for the School Improvement Grant. My staff has embodied all of the required criteria and incorporated input from each stakeholder group to truly represent the collaborative work we are doing in our school transformation and school turnaround process. We are building on the foundation driven by local school district superintendents to develop a plan that reflects the excellent work already being accomplished in our schools and that builds on that foundation for all of our future reforms.

Our plan incorporates the following actions:

- Revising teacher and principal evaluations, which include annual reviews and an expectation of improved student achievement on multiple assessment measures
- Increasing student achievement and turning around failing schools through building on and refining California's rigorous standards and assessment systems
- Professional development training that focuses on specific classroom instructional improvements and enhancing local data systems
- Implementing specific and necessary turn-around strategies for our lowest performing schools
- Expanding English/Language Arts and Mathematics interventions for all students and intervention training for teachers
- Collaborating with higher education programs at our local community colleges and local California State University to support specific teacher training and student "college connections" while in high school

If you have any questions regarding this letter of support, please contact me.

Sincerely,

  
Janis Duran  
Superintendent



# Tennyson High School

27035 Whitman Street • Hayward, CA 94544 • (510) 293-8591 • Fax (510) 582-0964

June 2, 2010

California Department of Education  
School Improvement Grant  
1430 N Street, Suite 6208  
Sacramento, California 95814-5901

Dear Superintendent Duran:

I am writing to express strong support for Hayward Unified School District's application for the School Improvement Grant. This new structural and organizational approach, driven by local school district superintendents, will give us a plan for California that reflects the excellent work being done currently in our schools. Additionally, it builds on that foundation for future reform efforts. Specifically, the plan will achieve the following:

- Create a stronger focus on teacher and principal evaluations using multiple measures that support the growth of effective teachers and principals resulting in well-honed leadership and implementation skills
- Build on and refine California's rigorous standards and assessment systems that support student achievement and turn around failing schools
- Enhance local data systems and provide training toward "real time" classroom instructional improvement
- Implement necessary turn-around strategies for our lowest performing schools
- Support and continue expanding upon and training staff to implement the highly effective, rigorous STEM programs throughout our kindergarten through grade twelve curriculum
- Continue to advance collaboration between institutions of higher education listed on the teacher pipeline and instill higher levels of teacher efficacy to ensure their readiness to enter the classroom and support academic success in low performing schools

If you have any questions regarding this letter of support, please contact me at either [mplummer@husd.k12.ca.us](mailto:mplummer@husd.k12.ca.us) or 925-595-0706.

Sincerely,

Marcie Plummer, Administrator  
Tennyson High School  
27035 Whitman Street  
Hayward, CA 94544



# Tennyson High School

27035 Whitman St. Hayward, CA 94544 (510) 723-3190

June 2, 2010

California Department of Education  
School Improvement Grant  
1430 N Street, Suite 6208  
Sacramento, California 95814-5901

Dear Superintendent Duran:

I am writing to express strong support for Hayward Unified School District's application for the School Improvement Grant. This new structural and organizational approach, driven by local school district superintendents, will give us a plan for California that reflects the excellent work being done currently in our schools. Additionally, it builds on that foundation for future reform efforts. Specifically, the plan will achieve the following:

- Create a stronger focus on teacher and principal evaluations using multiple measures that support the growth of effective teachers and principals resulting in well-honed leadership and implementation skills
- Build on and refine California's rigorous standards and assessment systems that support student achievement and turn around failing schools
- Enhance local data systems and provide training toward "real time" classroom instructional improvement
- Implement necessary turn-around strategies for our lowest performing schools
- Support and continue expanding upon and training staff to implement the highly effective, rigorous STEM programs throughout our kindergarten through grade twelve curriculum
- Continue to advance collaboration between institutions of higher education listed on the teacher pipeline and instill higher levels of teacher efficacy to ensure their readiness to enter the classroom and support academic success in low performing schools

If you have any questions regarding this letter of support, please contact me at either [mplummer@husd.k12.ca.us](mailto:mplummer@husd.k12.ca.us) or 925-595-0706.

Sincerely,

Jen Cronan, Assistant Principal  
Tennyson High School  
27035 Whitman Street  
Hayward, CA 94544

# Burbank Elementary School

Building a Culture of Success where All means All



May 25, 2010

California Department of Education  
School Improvement Grant  
1430 N Street, Suite 6208  
Sacramento, California 95814-5901

Dear Superintendent Duran:

I/We are writing to express strong support for Hayward Unified School District's application for the School Improvement Grant. This new approach, which is being driven by local school district superintendents, will give us a plan for California that reflects the excellent work being done already in our schools, and builds on that foundation for future reforms. Specifically, the plan will do the following:

- Stronger focus on teacher and principal evaluations, using multiple measures, that support great and effective teachers and principals
- Building on and refining California's rigorous standards and assessment systems, that support student achievement and turning around failing schools
- Enhancing local data systems and providing training toward "real time" classroom instructional improvement
- Implementing necessary turn-around strategies for our lowest performing schools
- Supports and continues to expand upon great STEM programs throughout our kindergarten through grade twelve curriculum and training
- Continues to advance the collaboration with higher education on the teacher pipeline and producing teachers ready to enter the classroom and encourage work in low performing schools

If you have any questions regarding this letter of support, please contact (name, phone, e-mail).

Sincerely,



Sandra Escobedo, Principal • Peter Wilson, Asst Principal  
● 222 Burbank Street • Hayward, CA 94541 Phone: (510) 723-3805 • Fax: (510) 582-7142





## H.U.S.D. BOARD MEETING SUMMARY

### January 27, 2010

#### Board Roll Call:

**Present:** Mr. Paul Frumkin, President  
 Ms. Maribel Heredia, Vice President  
 Ms. Sheila Sims, Clerk  
 Dr. Sarah Gonzales, Member  
 Mr. Luis Reynoso, Member

#### In Closed Session the Board of Education approved the following:

- On a motion by Dr. Gonzales and seconded by Ms. Heredia and carried on a vote of 4-1-0 with Mr. Reynoso voting no the Board approved the appointment of Donna Becnel to the position of Assistant Superintendent of Human Resources effective February 1, 2010
- On a motion by Ms. Heredia and seconded by Dr. Gonzales and carried on a vote of 4-1-0 with Mr. Reynoso voting no the Board approved the appointment of Chien Wu-Fernandez to the position of Executive Director of Student and Family Services effective February 1, 2010
- On a motion by Ms. Heredia and seconded by Ms. Sims and carried on a vote of 4-1-0 with Mr. Reynoso voting no the Board approved the appointment of Leticia Salinas to the position of Executive Director of Curriculum and Instruction effective February 1, 2010
- On a motion by Dr. Gonzales and seconded by Ms. Heredia and carried on a vote of 5-0-0 the Board approved the appointment of Benjamin Webster as Interim Assistant Principal at Mt. Eden High School
- On a motion by Ms. Heredia and seconded by Dr. Gonzales and carried on a vote 5-0-0 the Board Approved the appointment of Justin Tomola to 50% Assistant Principal at Park Elementary School and 50% Assistant Principal at Stonebrae Elementary School

### CONSENT ITEMS

1. The Board Approved – Personnel Appointments, retirements, changes of status, waivers, leaves of absence, and terminations (Human Resources)

2. The Board Approved – the following warrants (December 15, 2009 through January 13, 2010) (Business Services)

|   |                |
|---|----------------|
| Payroll – Direct Deposit  | \$7,177,806.32 |
| Payroll Warrants (475127-475531; 475533-475658; 472685-472699)                        | 716,639.63     |
| General Fund (total Non-Payroll) (886286-886296; 934626-935102) (886285, 934625 void) | 5,878,483.18   |
| Adult Education Fund  | 44,532.44      |
| Food Services Fund  | 146,363.46     |
| Child Development Fund  | 22,391.14      |
| Deferred Maintenance Fund   | 54,563.95      |
| Building Fund 2008 Measure I Bond   | 580,487.78     |

HUSD Board Meeting Summary – January 27, 2010

of Hayward and will seek students from diverse ethnic, socioeconomic, academic, cultural, and geographic backgrounds. Preference in the enrollment process is to be given to students who would be the first in their family to attend college. ATHSH began the fall of 2007 with approximately 130 9<sup>th</sup> grade students, with the plan of adding additional grade levels over the next four years.

**5. The Board Approved – School Restructuring Criteria (Educational Services)**

At the Board of Education meeting on January 13, 2010, a presentation outlined the process to identify schools for restructuring with the purpose of redesign. The first part of the process is establishing the criteria for identifying schools for restructuring. Under the mandates of No Child Left Behind the Board of Education needs to determine appropriate actions that intervene in chronically underperforming schools. NCLB Section 1116(b)(8)(B)(v) a *“major restructuring of the school’s governance that makes fundamental reforms, such as significant changes in the school’s staffing and governance, to improve academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress.”* The Board of Education was presented the criteria for the selection process. This criteria will be applied to all schools in Program Improvement years 4 and 5. Additional criteria has been added to address size of school as a factor for cost-neutral Small School Redesign.

**6. The Board Adopted – Resolution 0910-30 for Art is Education Month in March (Educational Services)**

The Hayward Unified School District recognizes that a standards-based, equity-focused Visual and Performing Arts (VAPA) curriculum is an essential component of a quality education for every student. Education Code Sections 44830 (a)(b), 51210, and 51220 speaks to this as does NCLB in the high quality compliance requirements. Although funding has been significantly reduced and that impacts the celebration of Art is Education month, the district will be providing suggested activities to school sites to honor the importance of art in our schools. A report on the activities that each school will be engaged in will be presented to the Board at a later Board Meeting.

**7. The Board Approved – SRO/MOU with the Hayward Police Department and HUSD (Educational Services)**

The City of Hayward has been collaborating with Hayward Unified School District in the School Resource Officer Program to provide School Resource Officers as a resource to our Middle School and High School campuses in order to ensure safety and security on and around our school campuses. They provide intervention as well as prevention services to our staff and students. The School Resource Officer Program has been a support to our schools as they provide the much needed resources for students and staff in order to ensure a positive education environment. The term of this Memorandum of Understanding will be from January 28, 2010 through June 30, 2010.

**8. The Board Adopted – Resolution 0910-32—2009-2010 Small District & County Office of Education Bus Replacement Program (Business Services)**

HUSD operates school buses to transport students to and from school sites, field trips, athletic events, and other school related activities. Some of the buses used are pre-1987 diesel units which produce higher polluting emission than newer advanced technology diesel buses, impacting the quality of the air in the community. HUSD has the opportunity to receive grant funds to replace a



## H.U.S.D. BOARD MEETING SUMMARY Wednesday, February 10, 2010

### Board Roll Call:

**Present:** Mr. Paul Frumkin, President  
Ms. Maribel Heredia, Vice President  
Ms. Sheila Sims, Clerk  
Dr. Sarah Gonzales, Member  
Mr. Luis Reynoso, Member

In Closed Session the Board of Education approved the following:

- On a motion by Dr. Gonzales, seconded by Ms. Heredia and carried on a 5-0-0 vote; the Board voted to approve a separation agreement and general release of claims with a Certificated Employee of the District. Pursuant to the agreement, the employee will resign effective June 30, 2010 and will not seek or accept future employment with the District
- On a motion by Dr. Gonzales, seconded by Ms. Sims and carried on a 5-0-0 vote; the Board voted to appoint Kristin Vasser as Interim Special Education Program Specialist and requests S.T.R.S. exemption

### CONSENT ITEMS

1. The Board Approved – Personnel Appointments, retirements, changes of status, waivers, leaves of absence, and terminations (Human Resources)
2. The Board Approved – the following warrants (January 20, 2010 through January 25, 2010) (Business Services)

|  |                        |
|--|------------------------|
| Payroll – Direct Deposit   | \$7,017,527.32         |
| Payroll Warrants (472708-472732; 475663-476156)  | 645,675.86             |
| General Fund (total Non-Payroll) (886298; 935104-935365)<br>(886297, 886299, 886300, 935103 voids) | 3,829,015.87           |
| Adult Education Fund   | 19,702.46              |
| Food Services Fund   | 25,358.03              |
| Child Development Fund   | 434.53                 |
| Deferred Maintenance   | 9,560.00               |
| Building Fund 2008 Measure I Bond  | 267,570.27             |
| Building Fund  | <u>650.00</u>          |
| <b>TOTAL EXPENDITURES:</b>   | <b>\$11,815,494.34</b> |

HUSD Board Meeting Summary – February 10, 2010

3. **The Board Tabled** – Conduct First Reading of BP/AR 3320 *Claims and Actions Against the District* (Office of the Superintendent)

The revisions in this Board Policy and the Administrative Regulations associated with the policy reflect the updated language which aligns the policy to current practices and the Education Code. The new language will bring the policy into conformance with Section 935 of the Government Code from statutory claim presentation requirements. This item will return to the next Board Meeting on February 24, 2010.

4. **The Board Approved** – Selection of Schools for Restructuring (Educational Services)

At the BOE meeting of January 13, 2010, a presentation was given to outline the process for restructuring and development of the small school concept. Under NCLB the Board of Education is required to intervene in schools identified as low performing. In the past the Board has utilized the alternative governance structure and provided a corrective action plan to schools in year 5 PI status. The corrective action plan was based on a District Oversight Committee (DOC) visit beginning in spring 2007. Last year the Board of Education considered the option of restructuring schools and decided to wait until the scores for the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) were released. The Board is now ready to take additional action for schools identified as in need of additional intervention. At the Board Meeting of January 27, 2010, the Board of Education approved criteria to be used in selecting schools for restructuring. Criteria presented was gathered, weighted, and analyzed to narrow the number of schools. The Board of Education approved two schools for restructuring.

- Longwood Elementary School
- Harder Elementary School

5. **The Board Adopted** – Resolution # 0910-39 for Establishment of Redesign Schools (Educational Services)

As the Board of Education identifies schools for restructuring it is imperative to set into motion a process for assuring higher student achievement at those school sites. In order to support school reform and address the needs of our lowest performing schools, the BOE is initiating the process to redesign schools. Although the Redesign process can be used at any school, the District will be focusing its support next year on the schools chosen for restructuring. Upon final selection of the schools to be restructured, staff will be selected to redesign the school. The redesign process requires a commitment of school and district staff and parents in a collaborative partnership to create a school environment that assures increased student learning. The redesign team will be charged with transforming the current structure of the traditional school into a school environment based on student needs. All staff will be required to participate in the redesign process and commit to full implementation of the redesign plan. The plan also requires parent support. Parents will be active members in participating and providing guidance in the redesign process that will produce major changes at the school site. Whereas all school sites are to show a commitment to student achievement, redesigned schools will be required to actively take part in rebuilding a culture and expectation at these school sites that will have required elements of instructional implementation, required professional development, and required participation in collaboratives with staff, community, and parents to drive the school vision. This resolution formally established the concept of a Redesign School.



## H.U.S.D. BOARD MEETING SUMMARY

Wednesday, April 28, 2010

### Board Roll Call:

**Present:** Mr. Paul Frumkin, President  
 Ms. Maribel Heredia, Vice President  
 Ms. Sheila Sims, Clerk  
 Mr. Luis Reynoso, Member  
 Mr. Jesús Armas, Member

### In Closed Session the Board of Education approved the following:

- On a motion by Mr. Reynoso, seconded by Ms. Heredia and carried on a vote 4 ayes (Frumkin, Heredia, Sims, Armas) 1 nay (Reynoso) 0 abstentions the Board voted to appoint Jon Lorimer as Principal for Mt. Eden High School for the 2010-2011 school year
- On a motion by Ms. Heredia, seconded by Ms. Sims and carried on a vote 4 ayes (Frumkin, Heredia, Sims, Armas) 1 nay (Reynoso) 0 abstentions the Board voted to appoint Peter Lambert as Principal for Tennyson High School

### CONSENT ITEMS

1. The Board Approved – Personnel Appointments, retirements, changes of status, waivers, leaves of absence, and terminations (Human Resources)
2. The Board Approved – The following warrants March 10, 2010 through April 7, 2010 (Business Services)

|  |                        |
|--|------------------------|
| Payroll – Direct Deposit   | \$7,308,813.56         |
| Payroll Warrants (476188-476212; 476214-476218; 585794-586336)                           | 754,898.51             |
| General Fund (total Non-Payroll) (991243-992054; 935580-935584)<br>(935579, 991242 void) | 7,644,711.26           |
| Adult Education Fund   | 64,649.83              |
| Food Services Fund   | 284,108.27             |
| Child Development Fund   | 42,734.28              |
| Deferred Maintenance Fund  | 64,695.64              |
| Special Reserve Fund for Capital Outlay Projects   | 825.00                 |
| Building Fund 2008 Measure I Bond  | 689,910.42             |
| School Facilities/Proposition 1A   | 33,218.00              |
| Building Fund  | 16,297.00              |
| <b>TOTAL EXPENDITURES:</b>   | <b>\$16,904,861.77</b> |

## HUSD Board Meeting Summary – April 28, 2010

| <b>Classified Staff</b>        | <b>FTE</b> |
|--------------------------------|------------|
| Parent Outreach Worker         | .875 **    |
| Primary Intervention Assistant | 4.7 **     |
| Computer Lab Technician        | .125 **    |
| Tutor                          | .25 **     |

**8. The Board Approved – Persistently Low Achieving Schools Designation/School Improvement Grant (SIG) (Educational Services)**

On March 8, 2010, the California Department of Education named three Hayward Unified School District schools to the Persistently Low Achieving Schools list. In Tier I, CDE identified Longwood Elementary and Burbank Elementary and in Tier II, the CDE identified Tennyson High School. The CDE also announced the School Improvement Grant (SIG) to support the implementation of one of the four interventions proposed by the state:

- Turnaround Model- Includes replacing the principal and hiring back no more than 50 percent of staff. This model does not require a revision of the teacher evaluation system. Must be in place on day 1 of the 2010-2011 school year
- Restart Model- Schools are closed and reopened under a charter school operator. Schools must reopen under charter on day 1 of the 2010-2011 school year
- Closure Model- The school district elects to close a school and enroll students who attended the school in other schools that are higher achieving. The district may prepare the school's closure during 2010-2011 but must close the school no later than the end of the 2010-2011 school year
- Transformation Model- Includes replacing the principal and increasing instructional time, reform of evaluation system that includes student performance data, as well as financial incentives for staff. Must have replaced principal and new school schedule that increases instructional time by day 1 of the 2010-2011 school year

The SIG grant has a funding range of approximately \$50,000. to \$2 million dollars per school site depending on the selected intervention and quality of grant application. The Board had previously taken action to restructure Longwood Elementary and Harder Elementary Schools by using the "Turnaround Model". At last night's Board Meeting the Board reviewed the CDE's proposed interventions, reviewed criteria, and had public input on an intervention for Burbank Elementary and Tennyson High Schools. The Board approved the "Transformation Model" for the school improvement model at Burbank Elementary and Tennyson High Schools.

**9. The Board Tabled – Update on the Movement of Schools, Students, and Programs for 2010-2011 (Facilities Measure I)**

In accordance with the Measure I projects and planning as approved by Hayward's voters in June 2008, two District elementary schools will relocate to interim campuses (East Avenue to Highland campus; Fairview to Muir campus) during the two-year complete reconstruction of their existing campuses, beginning with the 2010/11 school year. There has been extensive communications on these moves, with the schools staffs, parents, District staff, and the Board of Education over the past year. All costs associated with these moves, improvements to the interim campuses, and transportation of all students to their interim campuses for two years, will be funded as budgeted within the voter-approved \$205 Million of Measure I bond funds. Associated with these two elementary school moves are the relocation of 3 District programs/services and one charter school



## H.U.S.D. BOARD MEETING SUMMARY

### Wednesday, May 26, 2010

#### Board Roll Call:

Present: Mr. Paul Frumkin, President  
 Ms. Maribel Heredia, Vice President  
 Ms. Sheila Sims, Clerk  
 Mr. Luis Reynoso, Member  
 Mr. Jesús Armas, Member

#### In Closed Session the Board of Education approved the following:

- On a motion by Ms. Heredia, seconded by Mr. Armas and carried on a 4 ayes (Frumkin, Heredia, Sims, Armas) 1 nay (Reynoso) 0 abstentions the Board approved the appointment of Fernando Yanez as the Principal for Longwood Elementary School for the 2010-2011 school year
- On a motion by Mr. Armas, seconded by Ms. Sims and carried on a vote 4 ayes (Frumkin, Heredia, Sims, Armas) 1 nay (Reynoso) 0 abstentions the Board approved the appointment of Kennelyn Ceralde as the Principal for East Avenue School for the 2010-2011 school year
- On a motion by Mr. Armas, seconded by Ms. Heredia and carried on a 4 ayes (Frumkin, Heredia, Sims, Armas) 1 nay (Reynoso) 0 abstentions the Board approved the appointment of Robert Harrison as Assistant Principal for the 2010-2011 school year with the location to be determined
- On a motion by Mr. Armas, seconded by Ms. Heredia and carried on a 4 ayes (Frumkin, Heredia, Sims, Armas) 1 nay (Reynoso) 0 abstentions the Board approved the appointment of Sandra Lepley as the Interim Assistant Superintendent of Business Services

### CONSENT ITEMS

1. The Board Approved – Personnel Appointments, retirements, changes of status, waivers, leaves of absence, and terminations (Human Resources)
2. The Board Approved – The following warrants May 5, 2010 through May 10, 2010 (Business Services)

|  |              |
|--|--------------|
| Payroll – Direct Deposit                                       | \$ 26,184.36 |
| Payroll Warrants (476245-476248)                               | 2,954.18     |
| General Fund (total Non-Payroll) (992482-992767) (992481 void) | 1,887,335.22 |
| Adult Education Fund   | 33,821.92    |
| Food Services Fund   | 181,636.84   |
| Child Development Fund   | 27,361.71    |
| Deferred Maintenance Fund                                      | 6,043.50     |
| Special Reserve Fund for Capital Outlay Projects               | 1,384.24     |

**HUSD Board Meeting Summary – May 26, 2010**

be necessary to transfer funds between expenditure classifications to permit the payment of obligations incurred during the 2009-10 school year. Section 35161 authorizes the Board of Education to delegate authority to the Superintendent, or his/her delegate to transfer funds between expenditure categories as necessary.

**12. The Board Did Not Adopt – The minutes of the Board meeting of April 28, 2010 (Office of the Superintendent)**

This item will return to the June 23, 2010 Board Agenda

**ACTION/DISCUSSION ITEMS**

**1. Information to the Board – School Improvement Grant Update (Educational Services)**

On March 8, 2010, the California Department of Education named three Hayward Unified School District schools to the Persistently Low Achieving Schools list. In Tier I, CDE identified Longwood Elementary and Burbank Elementary and in Tier II, the CDE identified Tennyson High School. The CDE also announced the School Improvement Grant (SIG) to support the implementation of one of the four interventions proposed by the state. On March 31, 2010, there was an informational meeting for Burbank Elementary, Longwood Elementary, Tennyson High School, and Harder Elementary. Harder Elementary is identified on the state's Tier III list. CDE has encouraged us to apply for funding for Harder Elementary to support the redesign of the school. The sites' School Site Councils, an ELAC representative and site administrators were invited to attend. On April 28, 2010, the Hayward Unified School District Board of Education approved the following intervention models: Burbank Elementary, Transformation Model and Tennyson High School, Transformation Model. The board had previously taken action to restructure Longwood Elementary which is the Turnaround Model. The SIG grant has a funding range of approximately \$50,000 to \$2 million dollars per school site depending on the selected intervention and quality of grant application. Although Harder Elementary did not appear on the Persistently Low Achieving Schools list but, because the Board of Education had taken action to restructure Harder Elementary, we have included Harder Elementary in the grant application in order to include them because of the possibility of additional school funds.

**Timeline for SIG Grant:**

|                 |   |
|-----------------|---|
| March 31, 2010  | Informational Meeting for Burbank, Longwood, Harder and Tennyson School Site Councils, ELAC, and administrators   |
| April 14, 2010  | Public Input Meeting #1 and work group  |
| April 16, 2010  | Public Input Meeting #2 and work group  |
| April 19, 2010  | Parent Input Meeting and Student Input Meeting at Tennyson High School  |
| April 14-May 21 | Meeting with union groups and local agencies for collaboration  |
| May 4, 2010     | Tennyson HS SIG Work Group: SSC, ELAC, Special Ed. Representative, designated administrator, HEA, SEIU, and AEOTE representative, 5 parents representatives, and district administrator |
| May 7, 2010     | Burbank, Harder, and Longwood SIG Work Groups meeting with same composition of work group as listed above. Individual Work groups   |
| May 11, 2010    | Burbank Elementary and Tennyson High School public input and update on SIG grant work   |



**HUSD Board Meeting Summary – May 26, 2010**

May 14, 2010 Harder Elementary and Longwood Elementary public input and update on SIG grant work  
May 26, 2010 Update on SIG application to Board of Education  
June 1, 2010 Application is submitted  
August, 2010 CDE will announce awarded grants  
September, 2010 CDE will begin disbursement of funding. This is still tentative and may not take place until October, 2010.

**2. Information to the Board – District English Learner Advisory Committee (DELAC) Update (Educational Services)**

As a element of the ELL Master Plan and as required by the California Department of Education, all school districts with 51 or more English Language Learners must form a functioning District English Learner Advisory Committee (DELAC). Each school site with 21 or more English learners must form a function English Learner Advisory Committee (ELAC). This is the annual DELAC summary report presented by the DELAC Parent Officers to advise the Board on topics covered by the DELAC group for the 2009-2010 academic school year, which includes completion of DELAC tasks.

**3. Information to the Board – Budget Update #7-P-2 ADA Report (Business Services)**

Average daily attendance (ADA) is the main element in accounting for school district revenues. For the school year 2009-10, Hayward USD is a declining enrollment district and is funded on prior year attendance, 2008-2009, as the ADA was higher. The prior year ADA, however, is reduced by the loss of average daily attendance to our three charter schools, Impact Academy of Arts & Technology, Leadership Public School, and Golden Oak Montessori. The 2009-10 P-2 ADA is 19,851.84, which is 456.41 ADA drop from the prior school year. The projection made at the Second Interim Report is 99.66% accurate to the actual P-2 ADA. Since the Non-Public School and Agency for Special Education funding is based on P-Annual report at the end of the school year, the final funded ADA will be known in June. Based on prior year's trend, it is expected that there will be no significant change in the Special Education annual ADA.

**4. Information to the Board – Budget Update #8-Governor's May Revise Report by Fiscal Advisor (Business Services)**

The Governor proposes a State Budget in January for the following fiscal year. In May, the proposal is revisited and updated based on changes in the state's economy and any underlying actions pending in the state legislature. This version of the state budget is referred to as "the May Revise." It is still a forecast, pending the legislative approval of the budget which usually takes place in between June and August. Fiscal Advisor Maureen Evans summarized information presented by the Governor's Office regarding the state's economic forecast for 2010-2011 and the impact on the 2010-2011 Hayward Unified School District budget. The Hayward Unified School District 2010-2011 Proposed Budget will be made available for public inspection on Friday, June 18, 2010 at the District office on Amador Street, and will be adopted in public session Wednesday, June 23, 2010, following a public hearing.

October 14, 2009

Dear Superintendent, Cabinet and Board of Trustees,

This is our first DAIT summary letter of the 2009-10 school year. The purpose of this letter is to highlight major progress in meeting the DAIT benchmarks and noting areas of opportunity for the district to move forward. This is the first year for full implementation. Last Spring findings and gaps were identified and discussed by the DAIT committee leading to the current DAIT benchmark document developed over the summer of 2009. The first complete rating of the benchmarks will be on November 5, 2009 working with the District/DAIT team.

The district is to be commended in the following areas:

- Nine New board policies supporting the implementation of needed systems of learning and support in the District.
- Increase in the instructional minutes of all elementary schools
- The establishment of a consistent 45 minutes of systematic ELD at each elementary school in leveled groups.
- The establishment of ALD during the systemic ELD time for student enrichment and academic vocabulary development.
- The new adoptions for intervention students of Inside and Edge aligned to state standards.
- The placement of students into leveled Inside and Edge classes in the middle schools and High Schools with a two period block of time.
- The new adoptions of core math and intervention materials at all three levels.
- The summer training on all of the adoptions in math and ELA intervention materials
- The continued training of teachers on these adoptions throughout the school year.
- The movement of special education students into the interventions and the training of special education teachers on the use of those materials working with the general education staff.
- The ELA core adoptions are needed and a timeline has been established by the district to move this forward for the 2010-11 school year. The district is to be commended for this progress.

The district continues to need to improve on the following areas for full implementation:

- Establish uninterrupted ELA and Math instructional time from preps and other activities in the elementary schools.
- Meet all of the instructional minute requirements in ELA and Math at all schools with a primary focus at the elementary level.
- Complete the development of the use of material in ALD followed by a pacing guide and assessment benchmarking to guide instruction and the effective use of instructional time.
- Place all 4<sup>th</sup> through 6<sup>th</sup> grade students into the Inside leveled intervention program that are two or more years below grade level. (2.5 hour block of time for intensive and strategic students)
- Establish consistent District standard aligned pacing guides in ELA at both the high schools and middle school levels. (Currently being worked on but not yet completed)
- Establish benchmark assessments based on those pacing guides, utilized consistently at all Middle and High Schools.

- Alignment of the instructional materials in teaching the standards utilizing the core adopted materials for the majority of the time with any third party materials approved by the district. All other materials should not be allowed.
- Master Schedules need to be aligned with appropriate loads meeting the criteria for placement of benchmark, strategic and intervention students at the beginning of the school year, without losing instructional time.
- Improvement of the placement of ELL's in the most appropriate setting, inline with the ELL master plan of the district is needed.
- Increase the instructional engagement of students throughout the learning process through staff development and instructional coaching support at all levels.
- Continued support in the training of special education teachers in working with core teachers supporting the movement of students into the intervention, strategic and Core classrooms at all elementary, middle and high school sites.

This letter highlights the key focal areas, but does not contain the entire benchmark indicators. A completed benchmark document will be vetted out through the District/DAIT committee in November 2009.

I sincerely appreciate the efforts of the district to significantly move closer to full implementation for this school year. The focus the board and district is taking on instructional coaching and support is also to be commended. Your support is critical in making a difference for the students in Hayward.

Sincerely,

Art Darin  
HUSD DAIT LEAD  
Senior Research Associate  
WestEd  
Cell:408-425-9990

## School Improvement Grant (SIG) Input Work Group

### Longwood Elementary School Parents and Staff

| Name                   | Role                          | Attendance Status |
|------------------------|-------------------------------|-------------------|
| Raquel Angulano        | Parent                        | yes               |
| Cristina Lanuza        | Parent                        | yes               |
| Silvia Meraz           | Parent                        | yes               |
| Alice Alvarado Sanchez | Parent                        | yes               |
| Deborah Caulfield      | Grandparent, school volunteer | yes               |
| Laura Alvarez          | Parent of SpEd student        | yes               |
| Maria Saldivar         | Parent, DELAC rep             | yes               |
| Jenny Zegarra          | Parent, SSC President         | yes               |
| Vivian Smith           | Parent, SSC Co-Vice Chair     | yes               |
| Ulysses Alston         | Parent, SSC Co-Vice Chair     | yes               |
| Latasha Robinson       | Parent, SSC member            | yes               |
| Laurie Matthews        | Teacher, SSC member           | yes               |
| Cass Gomes             | Teacher, SSC member           | yes               |
| Lisa Turner            | Teacher, SSC member           | yes               |
| Mairtin MacAnGhoill    | Teacher, SSC member           | yes               |

### Harder Elementary Parents and Staff

| Name                      | Role                      | Attendance Status    |
|---------------------------|---------------------------|----------------------|
| Lidia Aguilera            | Teacher, SSC              | yes                  |
| Jennifer Donavon          | Teacher, SSC              | yes                  |
| Lidia De Ramirez          | Teacher, SSC              | yes                  |
| Tania McIver              | Parent                    | yes                  |
| Barbara Kotalampi         | Parent/ SSC/ Spec. Ed Rep | yes                  |
| Rashini Majara            | Parent                    | yes                  |
| Lupe Martinez             | Parent                    | yes                  |
| Sonia Gonzales            | Parent, ELAC President    | yes                  |
| Maria Martin              | Parent, SSC               | yes                  |
| Larry Bomer               | Parent                    | yes                  |
| Isabel Hernandez          | Parent                    | yes                  |
| Leticia Hernandez         | Parent                    | yes                  |
| Jessica Castillo-Saavedra | Administrator             | yes                  |
| HEA rep                   |                           | Waiting for response |
| SEIU/AEOTE rep            |                           | Waiting for response |

## Burbank Elementary Parents and Staff

| Name                  | Role                      | Attendance Status |
|-----------------------|---------------------------|-------------------|
| Ana Zagal             | Parent                    | yes               |
| Paz Tang              | Parent                    | yes               |
| Elisa McGil           | Parent-PTA                | yes               |
| Lorena Perez          | Parent                    | yes               |
| Maria Rodriguez       | Parent                    | yes               |
| Maria Ochoa           | Parent of SpEd student    | yes               |
| Graciela Alvarez      | Parent, ELAC rep          | yes               |
| Judith Alcala-Reveles | Other, SSC President      | yes               |
| Hector Garcia         | Parent, SSC member        | yes               |
| Sofia Reynoso         | Parent, SSC member        | yes               |
| Veronica Morelos      | Parent, SSC member        | yes               |
| Benita Ayala          | Parent, SSC member        | yes               |
| Salvador Nevel        | Parent, SSC member        | yes               |
| Alison Bouldon        | Parent, SSC member        | yes               |
| Barbara Kubota        | Teacher, SSC member       | yes               |
| Inma Butler           | Teacher, SSC member       | yes               |
| Farima-Pour-Khorshid  | Teacher, SSC member       | yes               |
| Denis Oh              | Teacher, SSC member       | yes               |
| Sandra Escobedo       | Administrator, SSC member | yes               |

## Tennyson High School Parents and Staff

| Name                                | Role    | Student(s) Names                         |
|-------------------------------------|---------|--|
| Cheryl Caballero                    | Parent  | Katiana                                  |
| Richard or Maria Barrera            | Parent  | Marissa Barrera                          |
| Andrew or Lisa Towles               | Parent  | Marvin                                   |
| Mesha Lewis                         | Parent  | Regina Lewis                             |
| Leticia Martinez                    | Parent  | Francisco                                |
| Glorina Johnsons                    | Parent  | Kevin                                    |
| Laurie Lopez                        | Parent  | Ryan                                     |
| Rosa Ayala Silva                    | Parent  | Edgar                                    |
| Ivonee Sanchez                      | Parent  | Brenda                                   |
| Misha Lewis                         | Parent  | Regina                                   |
| Patricia Halatsis                   | Parent  | 4 THS Graduates &<br>Special Ed Students |
| Petra Wilson                        | Parent  | Dyrell                                   |
| Evelyn Romero                       | Parent  | Erik & Jose Carlo                        |
| Jose Vigil – SSC                    | Parent  | Jesse                                    |
| Misha Lewis                         | Parent  | Regina                                   |
| <b>Staff and Other Members</b>      |         |  |
| Ann Lester – SSC Teacher            | Staff   |  |
| Stephanie White-Tillman SSC Teacher | Staff   |  |
| Janet Meidema-Grant-SSC Teacher     | Staff   |  |
| Amy Kohl – SSC Teacher              | Staff   |  |
| Adriana Chenault – SSC Counselor    | Staff   |  |
| Anissa Gertz – SSC Teacher          | Staff   |  |
| Megan Milan – SSC Teacher           | Staff   |  |
| Christina Elliott –SSC Teacher      | Staff   |  |
| Janett Hernandez – Counselor        | Staff   |  |
| Senda Rios – Counselor              | Staff   |  |
| George Moore –HEA Rep               | Staff   |  |
| Tasha Keeble – Teacher              | Staff   |  |
| Madonnabelle DeLeon – ELL Teacher   | Staff   |  |
| Janet Solbakken - Teacher           | Staff   |  |
| Shonee Mojado—Classified staff      | Staff   |  |
| Mary Lizardi- Student               | Student |  |
| Celeste Wong – Student              | Student |  |
| Katiana Caballero – Student         | Student |  |
| Eric Davis, Jr. – Student           | Student |  |
| Janeya Manley – Student             | Student |  |
| Regina Lewis - Student              | Student |  |

**April 14, 2010 - Meeting #1**

**8:00am - 1:00pm**

**Process:**

**SIAC - Whole group (30 min)**

- Define work & purpose
- What is in their control
- Outcomes-What does the work product look like at end of meeting?
- Needs Assessment
- Define Tier I, II, III schools

**Breakout into 4 Groups**

**Materials Needed:**

- APS, LRE, DAS
- Achievement data (AYP/API)
- Budget (?)
- Intervention
- Parent survey
- Attendance data
- Suspensions
- OARS use
- Daily schedules/master schedules
- Average G.P.A.
- DOC documentation

- Collaboration model

|          |
|----------|
| Breakout |
|----------|

- Purpose & outcome reviewed
- Data - (3 page summary); walk group through data
  - ♦ APS - What is the tool?
  - ♦ Achievement data - subgroup; T/P/S - what did you hear?
- Review 4 models
- Pros & Cons - 4 charts
  - ♦ Use guiding questions to help team get to Pros & Cons
- Input on concepts
- Input on requirements
- Focus⇒ Mechanisms for family & community engagement
- Focus⇒ What would a transformed or turn-around school look like?
  - ♦ Give guiding questions
  - ♦ Input on concepts, not people, jobs



## **Meeting Structure**

### **March 31<sup>st</sup> - General information overview**

- SSC
- 1 ELAC
- Principal

### **April 14<sup>th</sup> (Half Day) - All schools (SIAC) - overview**

- Work group
- Break-out sessions by school
- Present data-define
  - ◆ SSC
  - ◆ ELAC
  - ◆ Sp. Ed.
  - ◆ APS
  - ◆ DIST (LRE)
  - ◆ DES
  - ◆ Description of model
  - ◆ DOC-APS document

### **April 16<sup>h</sup> - Planning & finalize recommendation**

- Report-out (May-report BOE action)
  - ◆ At individual school sites
    - ⇒ work group
    - ⇒ community

### **April 28<sup>th</sup> - Board Meeting**

## **COMMUNITY INPUT**

- ✱ Selection of model (recommendation-LEA choice)
- ✱ Grant requirements needs to drive components of program
  - What they need/want for school; priorities and program components
  - Identify gaps in instruction
- ✱ They are not writing the grant
- ✱ Look at grant requirements for each models

## REDESIGN TASK FORCE

- ◆ Specific Tasks
- ◆ What does work look like
- ◆ Scope of work

## PARENT & COMMUNITY ENGAGEMENT

- ◆ Define what this looks like
  - who is included
  - ways they could be involved
- ◆ Describe how to best involve parent & community
- ◆ Are there specific times during the year when parents need to be invited to participate? And what would their role be?
- ◆ Timeline considerations?

## INSTRUCTIONAL PROGRAM

- ◆ What process should the staff take to be able to come to a decision about the theme/focus of their instructional program?

For example:

| <u>Summer</u>   | <u>Fall</u>   | <u>Spring</u>   |
|---|---|---|
| Look at community surveys<br><br>What are our students' academic strengths? | Staff explore & options<br>- their own sources of meaning & joy | Given actual<br>- resources<br>- needs<br>- desires...<br><br>What's our theme? |

- ◆ Timeline considerations?

## MARKETING

- ◆ Define examples of how site could publicize and communicate about their program
- ◆ Define importance of marketing
- ◆ Timeline consideration

## VISION, MISSION, PHILOSOPHY

- ◆ Review models and recommend which models/elements would work best for HUSD?

## MANAGING ACTIVITIES AND RESOURCES TO SUPPORT REDESIGN

- ◆ Respond and add to list as desired

4:30pm - 7:00pm

|                      |   |        |
|----------------------|---|--------|
| Opening (10 min)     | ~ | 4:30pm |
| Session 1 (1:10 min) | ~ | 4:40pm |
| Break                | ~ | 5:50pm |
| Session 2 (55 min)   | ~ | 6:00pm |
| Wrap Up              | ~ | 6:55pm |

1. a) Orientation to the Task:

- 10 { Work is  
Work isn't  
Why are we doing this  
30 Research

b) First Work Session:

- o Parent/Community - Principal & TOSA
- o Teachers - Principal & Debbie

Before Break: small group thinking

After Break: share out & cross-group discussion

Share Drafts :20

1:00

:55

2. Finish Engagement & Instruction

3. Focus on Vision, Mission, Philosophy

- |    |   |   |
|----|---|---|
| 4. | <ul style="list-style-type: none"> <li>♦ input about managing resources</li> <li>♦ marketing</li> </ul> | <ul style="list-style-type: none"> <li>♦ overall review &amp; last input</li> </ul> |
|----|---|---|

## **ADDENDUM**

### **Instruction Program**

- c)
  - Look at academic strengths, surveys of and from community
  - Where do staff find joy and commitment
  - Search options, ie
    - project-based learning
    - STEM
    - theme (need a theme or area of focus)
    - etc.
  - What would school community need to do and decide in order to decide instruction program
  - Elements
    - academic support/interventions
    - student assessment
    - needs assessment
    - targeted resources (student groups & instruction program)
      - ⇒ How to allocate money and time



**Leticia Salinas**

*Executive Director, Academic Affairs: Curriculum, Evaluation & Policy*  
*Hayward Unified School District*  
*24411 Amador Street, P.O. Box 5000, Hayward, CA 94544*  
*(510) 784-2655 Fax: (510) 784-2656*

May 6, 2010

**To:** Janis Duran, Interim Superintendent  
 Hayward Unified School District Board of Education

**From:** Lety Salinas, Executive Director Academic Affairs

**RE:** School Improvement Grant (SIG) Meeting dates

Our School Improvement Grant (SIG) work group and public meetings are as follows:

| <u>School</u>        | <u>Workgroup meeting/location</u> | <u>Public Input/location</u>        |
|----------------------|-----------------------------------|-------------------------------------|
| Tennyson High School | May 4, 2010<br>HUSD Board Room    | May 11, 2010<br>Tennyson HS         |
| Burbank Elementary   | May 7, 2010<br>Burbank Elementary | May 11, 2010<br>Burbank Elementary  |
| Harder Elementary    | May 7, 2010<br>HUSD Board Room    | May 14, 2010<br>Harder Elementary   |
| Longwood Elementary  | May 7, 2010<br>HUSD Board Room    | May 14, 2010<br>Longwood Elementary |

All of the Workgroup meetings will be 4:30 p.m. to 8:00 p.m. at the noted location and date. The public input sessions will be held at each of the school sites at the above noted dates from 4:30 p.m. to 6:00 p.m.

Attached to this memo are the workgroup membership lists.

I am also including the membership list of each school's work group. Each school's work group will provide input for the SIG grant. The drafts of their work will be presented to the community at large in a public input session. This will give more

members of the community an opportunity to provide input and comment to the SIG grant.

Educational Services/lr/sh/3/4/10

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## SIG WORKGROUPS

| <u>May 7<sup>th</sup></u><br>Harder<br>at D.O.  | <u>May 7<sup>th</sup></u><br>Longwood<br>at D.O.  | <u>May 7<sup>th</sup></u><br>Burbank<br>at Burbank  | <u>May 4<sup>th</sup></u><br>Tennyson<br>at D.O.   |
|---|---|---|--|
| <p>ELAC<br/>SSC<br/>1 Spec Ed<br/>Jessica<br/>*5 parents<br/>Val<br/>Christy<br/>Lety<br/>Mrs. Duran<br/>Marcie</p> | <p>ELAC<br/>SSC<br/>1 Spec Ed<br/>Kennolyn<br/>*5 parents<br/>Chien<br/>Catherine<br/>Donna</p> | <p>ELAC<br/>SSC<br/>1 Spec Ed<br/>Principal<br/>*5 parents<br/>Debbie<br/>JDA<br/>Helen</p> | <p>ELAC<br/>SSC<br/>1 Spec Ed<br/>Jen<br/>*5 parents<br/>- Café<br/>- PTO or<br/>PTA<br/>Lety<br/>Chien<br/>Mrs. Duran<br/>Marcie<br/>Debbie<br/>Helen</p> |

\*Representative, leadership, productive parents

# HARDER & LONGWOOD AGENDA

May 7, 2010

| <b>WHAT</b>   | <b>HOW</b>   | <b>WHO</b>                       | <b>TIME</b> |
|---|--|----------------------------------|-------------|
| <b><u>1. Opening -</u></b><br>■ Purpose<br>■ "Uplift" →<br>■ Work is/isn't        | Share: you are the models and we're here to support you.   | Mrs. Duran<br>Lety assist        | 20          |
| <b><u>2. Best practices -</u></b>   | Irma share what she did last year and how she did it.  |                                  | 10          |
| <b>Break</b>  |  |                                  | 10          |
| <b><u>3. Share data gathered last time -</u></b><br>■ Incorporate student input   | Presentation and table talk: anything you'd add?<br>Confirm accuracy.  | Christy<br>Chien                 | 30          |
| <b><u>4. Get group input-</u></b><br>■ Qualities and expectations for ideal staff | ■ Split into Harder and Longwood - small groups<br>- "no names, no attacking..PRO"<br>■ List/chart<br>■ Report out | Lety<br>Chien<br>Marcie<br>Donna | 30          |
| <b><u>5. Add additional ideas to charts</u></b>                                   | ■ Table talk<br>■ Write post-its at small tables<br>■ Post<br>■ Share Out  | Christy<br>Kathryn               | 55          |
| <b><u>6. Next steps -</u></b><br>Stay in breakout.                                |  |                                  | 15          |
| <b><u>7. Finalize work is/work isn't</u></b>                                      |  | Kathryn will circulate via email |             |

|   |  |  |  |
|---|--|--|--|
| <p><b><u>8. Organize fish bowl (10 students)</u></b></p>  |  | <ul style="list-style-type: none"> <li>- Lety email</li> <li>- Kennolyn &amp; Jessica to arrange kids</li> <li>- Marcie &amp; Christy advance video</li> </ul> |  |
| <p><b><u>9. Get charted input from students -</u></b></p> <ul style="list-style-type: none"> <li>▫ What makes me want to come to school? Stay home?</li> <li>▫ What most proud of about my school?</li> <li>▫ What makes a good teacher?</li> <li>▫ How do you know what you're learning?</li> <li>▫ How do you know you've learned?</li> <li>▫ What do you most wish for your brothers and sisters?</li> </ul> |  | <p style="text-align: center;"><b>Marcie<br/>Christy<br/>Val</b></p>   |  |

## **BURBANK**

### **RESTART MODEL**

- ◆ All students within the current boundary
- ◆ Charter Management Organization (CMO) would operate and manage school

- PROS:**
- More control of school policies, practices and programs (Autonomy from D.O.)
  - Data supports positive student growth in some charter schools
  - Possibly more \$ coming in

- CONS:**
- No time
  - Some models; no success
  - Charter school not tied to strong parent movement
  - Limited resources for special needs students
  - No Union

### **SCHOOL CLOSURE MODEL**

- ◆ \$30,000,000 building, which is two years old (proximity concerns to old site)
- ◆ Limited district facilities
- ◆ Transportation concerns for families

- PROS:**
- Students could be transported to a “higher” achieving schools

- CONS:**
- Wasted - brand new facility
  - Wasted - technology
  - Giving up growth in process
  - Transportation hardship

## TRANSFORMATION MODEL

- ◆ Rigorous, transparent and equitable evaluation system for staff (T&P) which take into account student growth
- ◆ Designed and developed with Teacher and Principal involvement
- ◆ Ongoing and ample opportunities coaching and PD
- ◆ Identifying and rewarding who is able to increase student achievement; identifying and removing staff who is not
- ◆ Flexible working conditions
- ◆ Financial incentives

- PROS:**
- Operational flexibility
  - Continuity of staff in a growth model which is showing progress (2 years - API 58 points)
  - Data-driven:
    - Incentive based performance and accountability for non-performance for both teacher and principal
    - PD & coaching
  - Intensive intervention
  - Community involvement
  - Appropriate socio-emotional and community oriented services
  - Teacher and principal input on development of evaluation system not just based on test scores
  - Mutual agreement b/w teacher and principal, regardless of seniority for teacher to remain at site

- CONS:**
- Timeline constraint
  - Loss of principal with proven track record based on data
  - Superficial teacher commitment to Transformation Model

|                          |
|--------------------------|
| <b>TURN AROUND MODEL</b> |
|--------------------------|

- ◆ Commitment for all staff to be data-driven
- ◆ Use same eval. method
- ◆ Intensive interventions program
- ◆ Teachers & Staff staying at site will need to commit to the new operational flexibility
- ◆ Only up to 50% of staff will be rehired
- ◆ Does the “turn around leader” replace the “SSC”?
- ◆ Provide social-emotional support i.e. counseling?
- ◆ What do they mean by “financial incentives”?

- PROS:**
- Flexibility; operational
  - Parents want up to 50% of teachers to stay
  - Agreements and buy-in of all staff
  - Incentive based performance and accountability for non-performance
  - Data driven-decision making
  - PD growth and coaching
  - Intensive intervention
  - Community involvement
  - Appropriate social-emotions and community oriented services

- CONS:**
- Lose continuity of growth in progress when 50% or more of principal and staff is removed
  - “Turn around leader” undefined i.e. take over of SSC?
  - Timeline constraint for hiring staff & principal
  - Redesign of plan and training of new staff

- Undefined evaluation system for teachers
  - No teacher input

## BURBANK AGENDA

May 7, 2010

### Opening

- Purpose=Share ideas to improve student achievement
- Why transformation
- Work is/work isn't

### Bottom Line Expectations

### Uplift

Look at progress they've made:

- "Tell us what you're doing that working"
- "Tell us what you did to make this happen"

### What ideas do you have to improve?

- Explain each category
- Small groups - Post-Its on "ways to improve"
- Share out/add

(Lety, not sure if you wanted this section?)

### Why transformation model was chosen?

- Bottom line: what Tennyson is doing isn't working!
  - ◆ Students aren't learning → (scores)
  - ◆ Students report:
    - "We're not engaged"
    - Not safe
    - No books, lab



**We need to shift to these bottom line expectations:**

- Evaluation will be based on student growth and achievement
- There will be criteria for all who participated (signed agreements)
- If current practices aren't effective, they won't continue
- All teachers actively participate in assessing, data analysis and use data to inform and change their instruction
- Collaboration time and use of data study groups will be developed per grant requirements and district guidelines

**What do we need to do to improve.....**

- Instructional minutes
- Student participation rate on state assessments
- Attendance
- Advanced coursework
- Discipline
- Truancy
- Match between teacher skill and student need
- Teacher attendance
- Parent engagement
- Student engagement
- Use of evidence-based strategies
- Number of students who score proficient

## **Burbank Staff Notes**

**5/11/10**

- ◆ Tutoring after school
- ◆ More education for parents re: purpose of reading homework
- ◆ More teachers
- ◆ Less absenteeism with teachers
- ◆ Clear policy re: parent observation - welcoming to parents
- ◆ Better communication between home and school for ELs who are not making progress
- ◆ Better reading comprehension strategies for students and parents to work with their children
- ◆ Parents want more teachers-too many combination classes
- ◆ More hands-on activities
- ◆ Opportunity for music class
- ◆ Better training for subs - better sub plan
- ◆ Follow district policy re: leaving early
- ◆ Communicate training days with parents
- ◆ Two to three times per week in another class
- ◆ Mother comes early
- ◆ Policy about teachers/subs; when a sub doesn't show
- ◆ Parents want to know about times when there will be a sub in class
- ◆ Substitutes need to be better trained

### **Teachers commit to.....**

- ◆ School expectations posted around the school
- ◆ Commit to not sabotage the process of transfer
- ◆ Open to new ideas

♦ Instructional Minutes:

- Year-round (same # of days as Traditional)
- Not ready to implement year; too many trainings this summer

♦ Special Education:

- RSP and teacher meet on a regular basis (get subs for collaboration time)
- More push in time for those who need it
- Why wait too long to test students-needs early identification and prevention; more personal
- Funds for services and early intervention
- Include classified staff in process
- More para-educator hours

♦ Truancy:

- Parent, teacher, admin meeting after 6x's
- Social worker on site
- Live person calls home vs. machine on chronic cases

♦ ELL:

- Lessons ready for teachers
- Summer academy to prepare for test
- Parent classes - adult ESL (recruitment effort)

♦ Student Engagement:

- PE, Music programs after school
- Open library hours after school for students and parents; check-out ongoing books (evidence-based)
- More activities - dancing, boy and girls scouts, after school enrichment programs
- Student council
- More leveled book sets K-6
- Computer tech on staff to engage students

- In kindergarten, a computer center and desktop in each classroom; appropriate computer programs in any subject K-6
- Accelerated reader 1-6<sup>th</sup> - after school library time at least 5 hours a week
- Money for prizes (accumulation)
- Student laptops - more
- Parent volunteers (money for fingerprinting, training); four at each classroom
- More family events (diversity bet/ day, afternoon/ evening)

◆ **Parent Engagement:**

- Classroom newsletter done by parents
- Parent phone number roster per classroom for support; email use by teacher and parent

**Parent Input: (Laura...please translate) Thx!**

- ◆ Tener fondos para Alumnos de Educacion especial; darles clases despues de escuela relacionado a sus necesidades basadas en sus metas del ITP
- ◆ Clases despues de escuela para los Alumnos que van en bejo rendimiento Academico
- ◆ Clases para preparar a los padres y alumnus que van a pasar a la ssecundaria
- ◆ Clases de verano
- ◆ Que los Alumnos tengan ma Arte, computacion, musica, deportes
- ◆ Ayuda con tareas des pues de escuela
- ◆ Clases de lenguaje para Alumnos que no han sido reclasificados de 3° a 6°
- ◆ Talleres Academicos para padres como Ingles, computacion
- ◆ Tener un Director Bilingue

## TENNYSON

### RESTART MODEL

- ◆ Charter school
- ◆ Time constraints
- ◆ Not experienced/investigated

**PROS:**

- Could possibly attract higher achieving students
- EMOs - strong marketing
- More autonomy
- Focus
- Smaller usually

**CONS:**

- Longer day without pay
- Non-union
- Planning time
- Community accountability
- Isolated
- Corporate
- Limited extra curriculum
- Too extreme

### SCHOOL CLOSURE MODEL

- ◆ Breaks up community

**PROS:**

- Saves money

**CONS:**

- Disempowering placement?
- Community loss
- Overburden schools
- No ADA
- Lose students to other districts

- Health Center closes
- Infant Center closes
- Transportation
- Trauma

### **TRANSFORMATION MODEL**

- ◆ Increasing rigor & AP offerings
- ◆ Increased instructional time
- ◆ Teacher evaluation
- ◆ Professional development
- ◆ Think out of the box/ordinary
- ◆ Allows for collaboration
- ◆ Attached to funding \$
- ◆ Focus on recruitment & retention
- ◆ Community oriented schools
- ◆ Extra curricular activities

#### **PROS:**

- Professional development
- More technology
- Bring in new curriculum
- Inter-district transfer limits
- More collaborative
- Extra classes/more electives
- More curriculum flexibility
- More transp. for staff
- New leadership
- PAR(?) move out ineffective teachers; redesigned program
- Flexibility in interpreting merit pay
- Inquiry learning
- Community involvement

- CONS:**
- More instruction time; less extra-curricular
  - Merit pay (more staff!!)
  - No guarantee of improvement
  - Scapegoat principal
  - Complicates bell schedule
  - Transportation
  - Supervision
  - Discipline?
  - More bureaucracy
  - Larger classes?
  - More students?

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| <b>TURN AROUND MODEL</b> |
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- ♦ Selection process of new staff - important
- ♦ Teachers must adhere to new strategy
- ♦ People/staff must be **committed**
- ♦ Multi-tier leadership transparency/communication
  - Administrator evaluation; teacher accountability and evaluation
  - Allows for new start

- PROS:**
- New evaluation process
  - New administration
  - Flexibility
  - Fresh start
  - Strong commitment
  - Professional development
  - Vision driven agenda
  - Merit pay
  - New agreements
  - Buy-in
  - Replace ineffective staff

- CONS:**
- Lay offs (more)
  - Short planning time
  - Admin & staff not in place now
  - No guarantee of change (+)
  - 100% blame on teachers; may not address student needs
  - May not be able to find new staff that is qualified
  - Hiring nightmare

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| <b>QUALITY TEACHER</b> |
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- ◆ Learn material
- ◆ Available for students



## TENNYSON - 4/19/10 (Student Input)

### **TRANSFORMATION MODEL**

- PROS:**
- Replace principal
  - Rigorous evaluations
  - Reward students and teachers
  - Staff development
  - Better teachers though incentives and promotions
  - Financial incentives
  - A system for measuring changes in practices of educational development
  - Mutual consensus of principal and teachers at our school
  - Use of student data
  - Early warning systems
  - Increase graduation rates
  - Pushed to achieve
  - Keep students & teachers on their toes
  - More AP classes (wanted/needed)
  - Credit recovery
  - Coaches on campus
  - Don't have to worry about re-hiring 50%
  - New evaluation criteria
  - More pressure to follow guidelines
  - Possibility of going back to block schedule (8 classes, more time and money)
  - Change/hire a new principal
  - Teacher incentives
  - Keep our teachers
  - Keep staff; just change ways of teaching

- CONS:**
- Not replacing teachers who do not meet the needs of the students
  - No summer programs
  - More rigorous evaluation
  - More pushed/stressed
  - Financial Incentives (motivation, but will deprive from money for extra-curricular activities)
  - Teacher coaching
  - We have to keep the rest of the staff such as Mr. McKinney
  - It'll **ALL** be on us to keep T-High open
  - No summer programs

- (REC):**
- Academic opportunities with increase rigor

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| <b>TURN AROUND MODEL</b> |
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- PROS:**
- Replace principal/teachers
  - Financial incentives-motivate students to try
  - Flexible working conditions
  - Professional development
    - interactive teachers
    - group work
  - Strict turn around leader
  - Curriculum, more time spent on concepts
  - Counselors, more information that can benefit us as a student body
  - Use of student data
  - Change of principal
  - Teachers who follow criteria stay
  - Flexed work time/improved learning
  - Remodel school (new materials for learning)

- Learn more
- Less sub days/more summer days
- Expand counselors
- Student incentives (motivate)
- New principal - cater to students
- Monitor progress (at campus!)
- Using statistics - focusing on what we must improve
- Counselors - school resources
- Flexible schedule - block period
- Fresh start
- More time and money
- New principal, but have more accountability for the students
- More of a say in the teachers
- New strategies of teaching students
- Watch our progress
- Better office staffs
- More involved staff
- Staff that have way of teaching
- More understanding

**CONS:**

- Some of the good teachers would be dismissed
- Build new teacher-student hearts
- Rehire the wrong ones
- Less extra curricular
- Reapply for academics; possibly lose academy leaders
- Hard for upper classmen to adjust to new schedule/environment
- Re-hiring - are we getting good quality teachers?
- Fresh start - might not get the type of teachers we want
- Might want to keep more than 50%
- No guarantee
- Unforeseen consequences
- Time line

- Turn around office location
- Having to adapt to new teachers
- Get used to new staff and principal
- May have different ways of teaching that we are not used to

- (REC):
- Written input from students for certain type of teachers
  - more supplies for science department
  - computers (update software)

## TENNYSON - 4/19/10 (Parent Input)

### **TRANSFORMATION MODEL** **(Transformación)**

#### **PROS:**

- Agregar periodos obligatorios
- Todos estudiantes reciban = trato
- Reformar el sistema disciplinario (mae y estud)
- Maestros necesitan buscar otras maneras de enseñanza
- No trabajar más del 100% (horario)
- Excursions educativas
- Nuevo sistema de evaluación tiene que incluir la despedida de maestros antes del fin de año
- Más motivación
- Evaluación de GPA y servicios dependientes de él
- Asegurar que tengan suf. créditos
- Teacher stay
- Way to better evaluate teachers
- Replacement of principal (strong leader)
- Possibility of more tutorig (using collaborative organization, ie Chabot)
- More parent involvement

#### **CONS:**

- Maestros que no contratamos van a otras escuelas
- Working within limitation of the Union (constraints)
- Depends on where you are from
- Evaluation instrument (how) - students and teachers
- Barriers to teachers being more community service oriented (contract)
- May trigger another teacher strike

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| <b>TURN AROUND MODEL</b><br><b>(Recuperación)</b> |
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- PROS:**
- Mejor comunicación
  - Mejores maestros/evaluación
  - Nuevos maestros de mat
  - Certificación de evaluación
  - Participación de estud
  - Replacement of principal
  - Clean slate
  - No Union
  - More collaborative
  - Only willing teachers will stay
  - Flexibility in the operation of school
  - More choices of teachers - language skills
  - Teachers willing to help students

- CONS:**
- Maestros que no queremos van a otras escuelas
  - Removal of effective teacher
  - Unknown - implementation plan

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| <b>RESTART MODEL</b><br><b>(Reinicio)</b> |
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- PROS:**
- Nuevas ideas-no es del distrito
  - Más participación de los padres
  - No hay lista de espera

- CONS:**
- El dinero se queda con la charter

- Reglas de disciplina
- Overload the other high schools - money burden
- Too many unknowns
- Too costly (retrain teachers)
- Students may be behind
- Does not address root causes of problem

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| <p><b>SCHOOL CLOSURE MODEL</b><br/><b>(Cerrar la Escuela)</b></p> |
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**PROS:** - NADA!

**CONS:**

- Sobre población de escuelas
- Limpieza
- Transporte
- Delay learning
- Inconvenient
- Daycare issues
- Overcrowding at other schools
- Increase truancy
- All teachers will lose jobs (all staff)
- Other high schools are also low achieving

## **TENNYSON MTG**

### **May 4, 2010**

### **IDEAS/COMMENTS**

- ◆ Building collective vision
- ◆ Honors/AP classes for 9<sup>th</sup> graders
- ◆ Student panel to hold students accountable
- ◆ Divided staff
- ◆ Recognize accomplishments (eg. students accepted into colleges)
- ◆ Top 3: student panel, happy hour, teacher coaching (with student input)
- ◆ Still support AP classes even if size is small
- ◆ Class size - reduce for everyone
- ◆ Incorporate arts into schedule
- ◆ Publish students achievements - accentuate positive
- ◆ Allow families and communities to help celebrate students accomplishment
- ◆ Offer students opportunity to participate in enrichment programs outside the classroom
- ◆ Challenge students critical thinking vs. rote learning, engagement

### **Instructional Minutes**

### **(Tiempo de instrucción)**

- ◆ Less workdays/staff development during school week hours - do those during weekends or after school
- ◆ ½ days on Saturdays for specific classes (or focus courses)



- ◆ Too many loudspeaker interruptions; instructional minutes should be saved; announcements should be made only at a specific time
- ◆ AM school 0-5; PM school 2-7
- ◆ Increase the number of teacher work days
- ◆ Seven period day/5 days a week
- ◆ See students everyday (traditional 6 period day)
- ◆ Saturday morning school
- ◆ Audit mandated instructional minutes; adjust where we are deficient through input from stakeholders
- ◆ Block 4x4 (extended blocks of learning time)
- ◆ Back to block!
- ◆ Require all 9 & 10<sup>th</sup> graders to take 2 periods of L.A., 2 periods of Math; No honors in 9<sup>th</sup> & 10<sup>th</sup>, this always results in “tracking”; Mix students - make sure 2 hr of LA/Math contained; Honors expectations with teaching necessary to pass all exams, etc.
- ◆ 2 period of LA/Math within a 7 period day allowing students to take science/PE and electives; Health needs not to be mandatory in 9<sup>th</sup> grade
- ◆ Mandatory health doesn't allow students to take enough A-C electives for college
- ◆ We know that college/UC are saying new freshman are not prepared for college writing; need more instruction
- ◆ Modified Block - A/B schedule (alternating every other day; 4x4; 8 classes after
- ◆ 55 minutes is really all that students can tolerate - maybe a 7 minute break after 2 classes
- ◆ Intervention classes required after school
- ◆ Year round school - consist learning with “pull out” for reading and math
- ◆ Follow old model of elementary school - “pull out” with reading or math specialist
- ◆ Make the start time earlier
- ◆ Offer more varieties of classes during “0” or “1”
- ◆ Need engaging classes early and late

- ◆ Students in 1 or more interventions must take 1 or two extra periods; we need to give those students a chance to keep up with their peers and remain on grade level
- ◆ Make sure we educate the whole student; 1 english, 1 math, 1 science, 1 history, 1 PE, 1 elective = student
- ◆ Study skills course (like AVID elective, but for all students)
- ◆ After school drama program (theater production) and after school sports should give credit as a course
- ◆ How is the day set up?
- ◆ Other countries outside of U.S. get an hour to 2 hour lunch break
- ◆ How many classes do intervention take?

## Student Attendance (Asistencia)

- ◆ Incentive should be learning and enjoying being at school
- ◆ Create and use positive incentives
- ◆ Incentives with valuable prizes and cash incentives
- ◆ Clear and immediate consequences for cuts
- ◆ Attendance in 0 and 7<sup>th</sup> block are poor, how do we improve it?
- ◆ Clean, inviting, safe school
- ◆ No 1<sup>st</sup> block tardies; all students aren't responsible for being the one to get themselves to school
- ◆ Give a reward for students that have a perfect attendance each month and give a monetary reward
- ◆ Positive incentives!
- ◆ Financial reward for students and parents who complete attendance goals
- ◆ 93% right now
- ◆ Making students feel welcome and wanted!!!
- ◆ Connect attendance to credits; emphasize importance of being in class, connect it to reality; drop students
- ◆ Come to school because we do come to get an education and it's a way to achieve the goals we wish to accomplish

- ◆ Provide incentives for student/school wide
- ◆ Have more support for attendance officers

## Teacher Attendance (Asistencia de Maestros)

- ◆ Reduce field trips on school days; fund weekend field trips
- ◆ Limit required PD's
- ◆ Incentives for positive attendance
- ◆ Option to cash out unused days a year
- ◆ Pay staff to stay after school for school bus instead of days off
- ◆ Try not to put all the blame on the teachers, so it is a pleasant place for them to work
- ◆ Teacher incentives
- ◆ Award teacher appreciation for their efforts and achievements
- ◆ Welcoming to staff
- ◆ Stop asking us to cover for subs without pay; stop having terrible subs
- ◆ Teacher attendance will improve as we have opportunities to be together
- ◆ Add Professional Development, in which teachers lead workshops in their experience - this has worked well, socially and pedagogically useful in past
- ◆ Make staff feel welcome and appreciated so they want to come to work
- ◆ Cooperative and inviting work environment
- ◆ Too many absences due to meetings/conferences reduces largely the student opportunities to learn; less absences is a must
- ◆ Reduce taking substitute teachers
- ◆ Sick leave call ins - must have 24 hrs prior to missing school and for jury duty, bereavement and personal time, you must have 72 hr notice

- ◆ Positive learning environment
- ◆ Master scheduling

## **Parent Engagement** **(Participación de los padres)**

- ◆ Zangle for parents - need parents to access
- ◆ School wide agreement to assign homework and include parental component
- ◆ Culturally relevant/competent programs for parents
- ◆ Continue to support Café Program at THS from Health Center
- ◆ Parent access to on campus computers to look at Zangle
- ◆ Students with a 1.5 GPA or less, mandatory parent conference(via email or in person) within 2 weeks of new term; consider expectations; create goal opportunities (generic for all students)
- ◆ Regular after school "Open Studio" in the art/ceramics room, can be open to students/siblings/parents - a good reason for family to be on campus, not just a meeting
- ◆ Subject matter meetings for parents
- ◆ Unified parent group that includes everyone; create a Tennyson community
- ◆ Students with 1.5 or less at semester, must bring a parent to claim their next semester schedule
- ◆ Make sure the student is doing class work at school
- ◆ Make sure homework is done before other activities, after school hours
- ◆ Work with school staff, not against them
- ◆ Start a PTA
- ◆ Utilize parents who want to volunteer
- ◆ Ask them. They will come.
- ◆ Parent Nights like open house, back to school night, presentations - be fun and engaging, not data lectures
- ◆ Have some sort of accessible email for translation; on HUSD site, provide a link to send emails to be translated then sent to teacher

- ◆ Grant - use for staff day and parent conferences, like in middle and elementary school
- ◆ Parents engaging is very important and will be an encouragement on their child's communication, meetings and get togethers, etc
- ◆ Mandatory parent meeting attendance for students who are in academics
- ◆ We need parents help to change students attitudes; they are disengaged; parents can help!
- ◆ Beginning of the year parent assembly: expectations, policies and encouragement
- ◆ Parent center with Internet access
- ◆ Greet and meet type function to welcome parents to Tennyson
- ◆ Require a written commitment/agreement with Tennyson and specific teachers, etc
- ◆ Parents should be encouraged(required) to attend the child's class at least once per month
- ◆ Institute one-on-one meeting with each parent twice per year for parent conferences
- ◆ Family barbeques! (jumpy house!)
- ◆ More communication; maybe break the language barrier and bias statements with student translators; more office TA's or student panel duty

## Truancy (Problemas de inasistencia)

- ◆ Kick them out (tardy/absent students)
- ◆ Suspension
- ◆ Definite consequences should be implemented rigidly on persistent absenteeism - not just rules, but not followed (too lenient on this issue)
- ◆ Provide money for teachers to be SST members after school; can focus on truancy behavior, kids with problem
- ◆ Be consistent

- ◆ Avoid perceived favoritism and isolationism
- ◆ Adhere to policies
- ◆ All students held to same standards
- ◆ For persistent truants, demand a parent/guardian meeting before student is dropped or admitted
- ◆ Consider independent study
- ◆ Mandatory parent notification and involvement and case manager to alleviate the truancy
- ◆ Designate or hire school social worker to families who have truant kids or disruptive kids; provide help/referral
- ◆ Find out reasons for absences - community outreach
- ◆ Diligence with attendance clerks
- ◆ Pay students
- ◆ Welcoming and positive school environment so kids want to come to school
- ◆ Clean and safe inviting school
- ◆ Find a purpose for the students so they are not more motivated by outside school interactions
- ◆ Parent pay a fee if student (child) is truant
- ◆ Case managers - house visits
- ◆ Create community service hours for students who are frequently truant

## Discipline (Diciplina)

- ◆ Teachers dress code (Mon-Thurs); relax dress on Friday only
- ◆ Get rid of OCS - does not work
- ◆ More than 20 min late, student shouldn't be able to be in class for that day; make-up Saturday
- ◆ Need administrative support for discipline
- ◆ Funding for in-house suspension?
- ◆ Too many students allowed to wander around campus
- ◆ Do not send disruptive students back to class until meeting with the teacher

- ◆ Enforce detentions, enforce TAP, enforce Saturday school;  
Keep it clear!
- ◆ Student discipline panel for certain infractions
- ◆ Need a tone of courtesy ie, thank you, please
- ◆ Remain transparent - no policies should be a secret;  
expectations should be clear and enforced
- ◆ Consequences for referrals needs to be more than the  
teacher would give. Otherwise, students see a referral as a  
way to get out of class
- ◆ If students commit a crime, they are held responsible
- ◆ Referrals need to be addressed immediately - not three  
weeks later
- ◆ Detention run by all staff (T-W-Th)
- ◆ Referrals honored by A.P.s
- ◆ Teacher interventions accepted and not ridiculed
- ◆ Recognize students not in trouble - good attendance, good  
behavior, good grades
- ◆ Communication on referrals is bad! There needs to be  
follow-thru on referrals
- ◆ Student engagement
- ◆ Be consistent - enforce in the same manner for all students
- ◆ Be - consistent, structured, reasonable, respectful
- ◆ Provide a student run governance structure where they  
create consequences in a peer review
- ◆ Create Saturday school
- ◆ Have mandatory community service hours for students
- ◆ Ensure that SST's occur frequently

**Student Participation Rate**  
**on State Assessments**  
**(Indicede participación**  
**en los exámenes estatales)**

- ◆ Should put effort and want to keep their scores up
- ◆ Review
- ◆ Study sessions
- ◆ Pay students
- ◆ Training throughout year for all teachers and parents on OARS
- ◆ Participation rate will improve if scores go on transcripts
- ◆ Need to talk to groups with poor participation rates; why aren't they coming to take the test?
- ◆ Continue ongoing "announcements" to students about importance of tests and connect them to their reality as students
- ◆ Food
- ◆ CASHEE CST
- ◆ Blueprints throughout all courses
- ◆ Prizes like we are doing this year
- ◆ Understanding the relevance of testing - students and teachers understanding scoring and how it impacts the school and them
- ◆ More accountability from parents/students during testing
- ◆ Absences must have rigid consequences
- ◆ Change testing attitude; positive vibes about testing focused on certain groups
- ◆ CAHSEE blueprints - throughout all year so students are familiar with basic math
- ◆ Incorporate review strategies all year; common assessments



- ◆ Investigate different ways to administrate test; set-up (logistically)

## Advanced Coursework (Tareas/Cursos Avanzados)

- ◆ Fund an IT person
- ◆ Bring back Eng 9 Acc, Eng 10H and 9<sup>th</sup> grade Biology
- ◆ Classes with low enrollment still need to be offered
- ◆ Move AP classes with very qualified teachers; does the AP test results justify the teachers performance in teaching?
- ◆ Need to balance the number of AP classes a student takes so they are not overwhelmed!
- ◆ AP classes with smaller enrollments (like 15 students) need to be protected. As the AP Art Studio teacher (new class for next year!), I can identify current, alternative learners, whose success in an “untraditional” AP course could turn their self concept around
- ◆ Current plan is to triple roster art classes: Art/Advanced Art/AP Art Studio, with 37 students, the teacher will have a hard time successfully addressing all three. These groups need to be taught separately
- ◆ Increase AP offerings to attract more students to Tennyson
- ◆ More AP would be ok, but make sure some scheduling and priority within students is clear
- ◆ Hispanic/Latino population has the most students in each category
- ◆ The purchase of 5-10 potters’ wheels would allow us to offer an Advanced Ceramics course. Our new ceramics course is in the process of A-G certification!
- ◆ Help support AP classes by offering foundational requirements during 9<sup>th</sup>/10<sup>th</sup> years (electives, PE, Health)
- ◆ Competitions between classes or schools
- ◆ Offer Honors classes to lower grade levels
- ◆ More financial help on payment for test - like this year’s “mini-scholarships”

- ◆ College board AP training (PD) for teachers to improve
- ◆ Different approach curricularly
- ◆ Challenge students as thinkers - make them apply knowledge to show true understanding of concepts and ideas
- ◆ Universal access; ongoing tutoring
- ◆ Decrease failure rate
- ◆ Mentoring and tutoring for AP classes specifically
- ◆ Require summer work completion before AP courses
- ◆ Parent/student agreements
- ◆ Standards based and inquiry models , project-based learning
- ◆ Homeroom, homework, studying and helping one another
- ◆ Have a contract with the students and parents: Don't take the class without participation on the test
- ◆ Offer ACC courses, Honors courses and more AP courses; actual seminar courses; more choices attracts more students/more engagement - "regardless" of skill more will is a big difference

### Match Between Teacher Skill and Student Need

### (Adjustar las destrezas de maestros a necesidad de los estudiantes)

- ◆ Building MS -
  - Have teacher leader teams to develop master schedule
  - Department chairs must have access/input to master scheduling
  - Department agreements; peer reviewed; administratively enforced

◆ Matching T's & S's -

- Teachers with highest ST scores teach most at risk students (intervention classes)
- Don't be afraid to take constructive criticism
- Take students suggestions
- Create generic "want" list and have students fill it out
- Match teacher skills vs student need
- Student tend to withdraw when there is clash between teacher and student
- Teacher productivity vs students participation and absorption of knowledge
- Have students participate in teacher evaluations and hiring
- Assessment of what student need and have teachers assigned accordingly
- Figure out a way to communicate with students and study the way students would actually be able to understand and learn
- Teachers should get both high and low classes on their schedule - example: Math teachers all teach Alg 1 (generally) and something else
- Low, medium and high classes to new and experienced teachers
- Match between teacher/student - teachers should have equal amount of students from AP, General and Intervention to make-up the class
- Create an opportunity for a forum amongst students to identify what characteristics grab them; student panels

◆ Sequencing Courses -

- Elective - need for beginning choir and an Advanced Cappella choir by auditions (built into the master schedule)
- Master schedule needs to be free up to allow students to pursue a sequence of electives, which keep students in school: Art ⇒ Advanced Art ⇒ AP Studio Art; if we don't build a foundation, students won't be successful in the AP classes

◆ PD Teachers -

- More PD for teachers; quality PD - there is a difference!
- Teaching coaches for teachers; match between teacher and student
- Hands on coaching
- Needed PD to adjust teacher approach from 90 minutes to 60 minutes and how it impacts students

◆ PLC-Houses -

- Small PLC during a second collaboration focused on building R.A.
- Houses 9<sup>th</sup> grade - focus CASHEE skills and focus toward new academics, Puente or focus area

## Student Engagement (Participación de los Estidoamtes)

- ◆ Service learning projects
- ◆ Encourage teachers to socialize with students outside of classroom setting (lunch time, lead more clubs/organizations, etc)
- ◆ Block scheduling
- ◆ Teacher training on strategies
- ◆ Teachers with strong classroom discipline
- ◆ School-wide focus on 3 strategies
- ◆ Culture of respect; teach what this looks like
- ◆ All students should have equal access to services, program “perks” and expectations should be engrained in school culture!
- ◆ Student seminars - run, maybe, by a parent or older trained classmen
- ◆ Project-based learning
- ◆ Respect and appreciate the students!
- ◆ Cultural relevant materials for the African-American student (similar to the Puente)
- ◆ Administrative support for curriculum development thru master scheduling
- ◆ Improved physical learning environment: technology and site/plant
- ◆ Doing work in class
- ◆ Work politely with the teacher to finish work
- ◆ Do free-reading (novels) on the students own personal time
- ◆ Find alternatives to intervention classes; students need individual weaknesses addressed, not classes where they’re just warehoused
- ◆ Students have to be willing to be held accountable
- ◆ Teachers need to “heed” student voice, ideas & opinions

- ◆ Student run panel, for some discipline and fun issues, has potential to empower many students
- ◆ Coach modeling using actual classrooms
- ◆ Teacher Coaching
- ◆ More structured/stricter classroom policies rather than very loose policy
- ◆ Teacher paying attention to every detail in the student's behavior
- ◆ Teacher's discipline methods
- ◆ Math competitions
- ◆ Happy Hour!! Use S2 as a lounge; twice a week, one hour just group studies
- ◆ Technology access - class gets notebooks for research
- ◆ More use of different modalities of learning (computer lab, etc.)
- ◆ Encourage students to participate in after school programs
- ◆ Offer more programs/activities for students during/after school
- ◆ Advocacy programs for students (i.e., Adewole, Puente, etc)
- ◆ Keep it interesting; connect it to reality and life; get to know them, create accountability
- ◆ Transparent clear classroom expectation
- ◆ Clear explicit objectives
- ◆ Use such strategies that you know grab students attention!
- ◆ Encourage the students, more fun, motivate them
- ◆ Make student engagement a HUGE part of the teacher contract; they have to care
- ◆ New display cases (not expensive ones) allows student artwork to be displayed; students are very proud of this

## Use of Evidence-Based Strategies

### (Uso de estrategias basadas en pruebas)

- ◆ Using evidence from similar demos, but have the same variable as model i.e. tools, equipment, opportunities, discipline, parent and stakeholder particularly
- ◆ OARS training
- ◆ Break data all the way down; see what it really uncovers; not reading data one way
- ◆ Standards coaching by grade level, especially 11<sup>th</sup> grade!
- ◆ Reading apprenticeship activities in all subjects, R.A. routines and strategies
- ◆ Specialist by department to train via subject matter and grade level
- ◆ AVID training for all teachers who want to use proven AVID strategies
- ◆ Coaching buy in!
- ◆ Project based learning/cross curricular academics
- ◆ Learn the evidence
- ◆ Learn what strategies apply to evidence and put it into action
- ◆ Professional learning communities; peer driven focused for achievement
- ◆ PBL inquiry - models to access high order thinking
- ◆ Time for teachers to collaborate and discuss

## Number of Students Who Score Proficient (Número de estudiantes al nivel de proficiente)

- ◆ Reading activities around test prep, school-wide and regular
- ◆ More cross-curricular writing
- ◆ Get student buy-in before placing students in double English or Math
- ◆ Reduce class size in Math & English
- ◆ Smaller classes so group interacting is better managed

- ◆ Cap class size so that teachers can focus on “safe harboring” students
- ◆ Class size - minimize disruptions
- ◆ Reduce class size in all classes except music, etc.
- ◆ Strong algebra/algebra academics teachers
- ◆ Stop placing students in Algebra without basic math skills mastered
- ◆ If Core skills (Math or ELA) introduced in middle of school year, the number of proficient could increase
- ◆ Technology
- ◆ IT person
- ◆ Let’s figure out what it takes to be proficient, then apply a little on a daily basis so students can be familiar with the material
- ◆ Would CAHSEE “blueprint” apply?
- ◆ Decreasing failure rate!
- ◆ Adding 10AC course
- ◆ Group work interactive activities
- ◆ Writing Center
- ◆ Professional development on Safe Harbor, and teachers generating ideas for teachers to move students
- ◆ Know who they are
- ◆ Talk to them; find out what helps them be proficient
- ◆ Collaboration time
- ◆ Survey type at beginning and end of year; post and pre-test for entire school on basic math and English

## English Language Learners (Aprendices de ingles)

- ◆ Frontloading before Core daily
- ◆ Teach form and function
- ◆ Vocab word banks
- ◆ Cultured relevant teaching
- ◆ Collaboration time
- ◆ SIOP lessons every lesson



- ◆ SIOP training-ongoing PD and collaboration
- ◆ More ELL strategies, PD for teachers
- ◆ Relevant classes about current world so that they can relate and be engaged
- ◆ Student should speak English in class “socially” so to learn and/or hear idioms that are perhaps included in test
- ◆ Need for more inclusion of other languages - not just Spanish
- ◆ Create a specific program for them to get extra help and gain strengths; helpful/make improvement
- ◆ ELL students need access to drama
- ◆ Create a buddy system - English speaking student with an ELL
- ◆ Reading apprenticeship routines and strategies
- ◆ Study groups outside of school for primarily English student and ELLs
- ◆ Transition the language learners into mainstream classes as soon as possible
- ◆ Two remaining APs hires must speak Spanish (fluently)

### Special Education Students (Estudiantes del programa de educacion especial)

- ◆ More use of differentiated teaching strategies
- ◆ Slower pacing
- ◆ Continue to mainstream them
- ◆ Work on their confidence; make them feel as if it's their responsibility and want to be at THS to take those tests
- ◆ SIOP lessons, as well as, close vocab scaffolding
- ◆ Reading apprenticeship routines and strategies
- ◆ Hybrid full inclusion model keeping resource support
- ◆ Invite counselors to all IEP's
- ◆ Acknowledge the areas special education students are competent in; build them up

- ◆ Recognize student progress (provide some kind of recognition)
- ◆ Have Spec. Ed teachers good at what they do; train others in their strategies
- ◆ Notice the improvements and reach out more and set goals for the students to conquer; be there
- ◆ IEP plan actually implemented - more than just paperwork
- ◆ Students need teacher and teacher aid full time; two instructors per class
- ◆ Extra support in classroom
- ◆ Do train others in their strategies

## Student commitments.....

- Attend class daily, unless I have a legitimate reason/excuse for my absence
- Keep up with school work
- Involve my parents as much as I can
- Zangle - access for students & parents (HW)
- Follow school rules and keep drama away from my studies
- Take advantage of my surrounding resources!

## Parent commitments.....

- Alternate contact (cell), primary contact
- Parent involvement in attendance office
- Commitment parent involvement in student activities (Parent Leadership Club)
- Commit to attend tri-annual meeting with Principal for Q/A session
- Commitment to parent partnership with staff and students
- Commitment outreach contact person (more than one)

## Teacher commitments.....

- Stay positive
  - a. lots of ways
    - body language
    - greeting one another

- b. being punctual
- c. assume the best

- o All the students are “all of ours”
- o High expectations
  - a. performance - “all students capable”
  - b. accepting teacher responsibility
  - c. attending school and department activities -  
back to school night, student data
  - d. being on-going learners
- o Multiple opportunities for students to pass
  - a. agreements on how work is accepted by  
subject matter
  - b. have it as a goal for the students succeed
  - c. acknowledge the accountability of our  
teaching job; SIOP strategies, reading  
apprenticeship assignments
  - d. return parent phone calls, communicate  
with the parents, build a parent center  
where computers are accessible

**Administrator's commitments.....**

- Administrator on-site during operational hours (when school is open to closing)
- To be as transparent in action (as possible)
- To build a relationship of trust through modeling good intentions and support of staff. (more “ah-ha” and less “gotchas”!
- To provide consistent discipline support for teachers designed to change behaviors, not merely as a consequence
- Communication constantly (written and verbal to be respectful and with a purpose to effect change and maintain it)
- To be a true advocate for all stakeholders (training for teachers, data driven instruction, diagnostic, validate parent and student input)
- To provide all stakeholders with a clean and safe environment (emotionally and physically)

## Tennyson Staff Notes

5/11/10

- ◆ Consistent teacher collaboration (above and beyond regular collaboration time)
- ◆ Consistent bell schedule each day (either block or period)
- ◆ Consistent instructional strategies school-wide (i.e.: RA, SIOP)
- ◆ Smaller class sizes
- ◆ Respect teacher collaboration time
- ◆ Consistent enforced attendance policy (cuts, tardies, etc.)
- ◆ Prioritize technology integration (materials, equipment, AND TECH SUPPORT) and update, upgrade and maintain....
- ◆ Cross curricular emphasis
- ◆ Rethink small learning communities
- ◆ Explore Augmented English
- ◆ Increase accelerated classes (9<sup>th</sup> & 10<sup>th</sup>) across the board
- ◆ Teacher/department chair input for master schedule
- ◆ Staff development - intervention training, OARS, Zangle, data study
- ◆ Teacher/student attendance incentives (perfect attendance)
- ◆ Qualified staff for after school (beyond 7<sup>th</sup> period) programs
- ◆ Cross curricular integration
- ◆ Saturday school/tutoring with compensation
- ◆ Explore e-portfolios
- ◆ Less interruptions
- ◆ Look for explicit structured program that teaches study skills - ongoing
- ◆ Writing lab
- ◆ Student incentives
- ◆ Student agenda/planners for all
- ◆ Class set of books
- ◆ Reduce or eliminate or add \$5 to ASB for locker deposit

- ◆ School beautification
- ◆ Lunch time activities/music/intramural sports
- ◆ Academic lounge
- ◆ STAFF lounge
- ◆ Academic coaches for teachers and students
- ◆ More BIAs
- ◆ Teacher led staff development
- ◆ IAs in classrooms for mainstreaming
- ◆ Ongoing training and materials for RA and SIOP
- ◆ Community outreach
- ◆ More supplemental bilingual materials
- ◆ More supplemental materials for low level students
- ◆ Supplies to support instructional strategies (i.e. post-its, highlighters, journals, etc...)
- ◆ Classes to support L1 for students and parents
- ◆ Professional video library (demo lessons)
- ◆ LCD projectors, video cameras, ELMOs, WiFi carts and connectivity for each classroom and library
- ◆ Parent-teacher conference
- ◆ Outreach worker, translator
- ◆ Bathroom and drinking faucets for football field
- ◆ Hallway water faucets
- ◆ Upgraded Science labs
- ◆ Writing program
- ◆ Freshman house
- ◆ Hot water in student restrooms
- ◆ Parent center with resources
- ◆ Salad bar
- ◆ Revamp/rotate cafeteria food - more healthy choices
- ◆ Athletic P.E.
- ◆ Maintain 7<sup>th</sup> period (positive credit recovery)
- ◆ Adding electives (i.e. Drama, Speech and Debate)
- ◆ Smaller intervention classes including Algebra
- ◆ Do not combine ELD classes even if they are small classes

## **Tennyson Parent/Community Notes**

### **♦ Teacher Professional Development:**

- Have a 3-day (or more) intensive professional development conference for teachers to discuss teaching strategies

### **♦ Student Testing/Increasing Scores:**

- 3 weeks (or more) preparing students to pass STAR testing
- Have school spirit/team building activities for students
- Positive attitude/communication between principal and staff
- Dynamic leader as principal

### **♦ Parent Engagement:**

- Email address to student's teachers to increase communication
- Parents access to attendance, grades, etc.
- Sending home progress reports
- Establish PTA
- Parent/principal meetings quarterly; school counselors
- Parent/teacher conferences regularly
- Have a café manager to assist with regular parent meetings and /or teachers review curriculum with parents
- Work with teachers to ensure that children/students are graduating and attending 4-year universities
- A have a meeting with parents and a sense of urgency so they are aware of what they need to do to ensure achievement



♦ **Truancy/Discipline:**

- Uniform
- Rewards rather than punishment (incentives)
- School monies as incentives for achievements
- Tardies → have students stay after school, Saturdays or community service hours

♦ **Teacher Skills/Student Need:**

- Master schedule assignment should be made with principal, department chair and counselors
- Master schedule of all parent meetings at THS/HUSD and post in public area

## **LONGWOOD MEETING**

May 7, 2010

### **Instructional Minutes** **(Tiempo de instrucción)**

- ◆ Longer days for kindergarten
- ◆ Intervention for children that need before, after or Saturdays
- ◆ Small autonomous schools
- ◆ Early bird/late bird kinder
- ◆ After school and before school interventions
- ◆ Saturday schools

### **Student Engagement** **(Participación de los estudiantes)**

- ◆ Projects base learning
- ◆ Field trips at every grade level (K-12) each year to visit local colleges
- ◆ School-wide recognition system; weekly and monthly multiple rewards
- ◆ Reader's theater
- ◆ Small autonomous schools
- ◆ Coordinator - ½ time teacher for student activities and programs
- ◆ Access to technology, computer carts, individual learning plans via tech (Compass Learning)
- ◆ Universal access everyday

- ◆ Teachers differentiated instruction
- ◆ Adaptive pedagogy
- ◆ College bulletin boards in each classroom
- ◆ Multicultural schools curriculum staff; many cultures, many voices in school
- ◆ Service learning activities
- ◆ School plays

### Teacher Attendance (Asistencia de maestros)

- ◆ Roving sub for teacher to observe other classes and schools
- ◆ Teachers paid stipend to attend summer PD
- ◆ Training in summer
- ◆ Staff development done before school starts; teachers would be more prepared to teach and not miss time from class
- ◆ Professional staff days during Saturday or after school
- ◆ Video conference
- ◆ Teachers jigsaw professional development books and present at staff meetings

### Student Attendance (Asistencia de estudiantes)

- ◆ Interesting or inspired by teachers and rewards
- ◆ No tolerance to bullying
- ◆ Social activities
- ◆ Chess club, camera club, garden club, other clubs and activities to “glue” students to school
- ◆ School-wide community building weekly
- ◆ Class ice cream parties, etc. for attendance and for classes with the least tardies

- ◆ Find successful ways to stop bullying and fighting
- ◆ Morning Message on PA with students

### **Use of Evidence Based Strategies** **(Uso de estrategias basadas en pruebas)**

- ◆ Research-based on evidence, the ten elements that a small school has:
  1. Personalization; individual attention
  2. High standards
  3. Authentic curriculum
  4. Adaptive pedagogy
  5. Multicultural and anti-racist teaching
  6. Knowledgeable and skilled teachers
  7. Collaborative planning and professional development
  8. Family and community connections
  9. Democratic decision-making
  10. Continuous relationship
- ◆ Urban Ed solutions
- ◆ Small autonomous schools
- ◆ OARS - standard-based, parent friendly current information that parents can access
- ◆ Professional development on Marzano's instructional strategies

### **Number of Students Who Score Proficient** **(Número de estudiantes al nivel proficiente)**

- ◆ Parents involved in every class room
- ◆ Develop a program to promote and encourage lots of parent volunteers in all classrooms

- ◆ Start intervention in K or 1<sup>st</sup>; don't wait until it's too late or their so far behind
- ◆ Training for parents and teachers together to help achievement
- ◆ Parent access to OARS for their own child
- ◆ Full-time para-educator in every classroom
- ◆ Frequent testing using tests that look and "feel" like the STAR test; mock STAR tests that give students and parents an idea of how they will perform on the real test
- ◆ Evidence manager/coordinator to help teachers input data and analyze data; teach parents how to understand data for their child
- ◆ Standardized curriculum at every grade level linked directly to the standards and a pacing guide being implemented by every teacher
- ◆ OARS be rigorously standards-based and show a clear picture of where every child is at relative to the standards
- ◆ Small school raise the API more than 100% every year; research-based evidence
- ◆ Small class size

### Discipline (Disciplina)

- ◆ Involve students
- ◆ Create peers court
- ◆ Teachers and parents look at discipline data
- ◆ School-wide discipline policy
- ◆ Big Brother, Big Sister program; mentoring program

## **Truancy** **(Problemas de inasistencia)**

- ◆ Many needy kids; PIP - an expanded program
- ◆ Small autonomous schools
- ◆ Involve store owner for kids off campus
- ◆ Truant officer sent to house on a regular basis; sent out sooner than 30 days absent
- ◆ Attendance contract before being SARBed

## **Parent Engagement** **(Participación de los padres)**

- ◆ Home visits
- ◆ Community mapping parents and teachers together
- ◆ Parent volunteer appreciation party
- ◆ Parent education led by teachers

## **Special Education** **(La educación especial)**

- ◆ Sub plans include statement information about Sp Ed students in class
- ◆ One-on-one teacher (push-in model)
- ◆ High energy teacher and committed, passionate teachers
- ◆ Evaluation process for students who need Sp Ed streamline process
- ◆ After school program to improve their skills
- ◆ Small autonomous schools

**ELLs - English Language Learners**  
**(Aprendices de ingles)**

- ◆ GLAD training

## Longwood Parent/Community Notes

- ◆ More Teachers to reduce class sizes
- ◆ Para-educators to do specialized tutoring; special room to do tutoring
- ◆ **Instructional Minutes:**
  - No late bird (no AM/PM)
  - No minimum day (Wed)
  - 10 min. instruction/rest for practice (longer student engagement)
  - Each day, add one hour of instruction time
- ◆ **Student Engagement:**
  - Hands-on real life activity
  - Reduce recess time
  - Science Faire - large events (community)
  - Field trips
  - Student activities
  - Computer lab
  - Access to library
    - need to be able to function in community library
    - new books
- ◆ **Teacher Attendance:**
  - Teacher - perfect attendance award; monthly, yearly or trip to Hawaii
- ◆ **Student Attendance:**
  - Jobs for the students rotational
  - If students are tardy, parent is punished
  - Student council
  - Morning assembly - every Monday, for example
  - Wall of bricks - December Wall ("Peace maker")
  - A classroom police - self-esteem builder



♦ **Evidence-Based Strategies:**

- "think college now"
- "Teach 4 Success"
- All teachers use Accelerated Reading - informative
- RTI
- Scaffolding
- Technology
- Music
- Art & learning
- Non-academic classes
  - motivation to come to school
  - activities during noon
  - really eating and nutrition; breakfast and lunch (homemade)

♦ **Students to Score Proficient:**

- Speech classes - public speaking, forensics
- GATE program - needs
- Motivation - public displayed photo - self esteem
- RTI - Response to intervention
- Transition class - bilingual to mainstream
- Test preparation - practice testing and more familiar with the tests
- More rigor in bilingual programs
- More bilingual teachers
- Having more 1:1 conferencing in Fall; focus for year

♦ **Discipline:**

- Open door policy
- Consequences
- Special room as disciplining room, instead of sending students home
- School counselor
- Home visits
- Parent counselor to work more effectively with student issues
- More "Our Kids"

- Parent should come into classroom re: student discipline
- A discipline plan - contract/agreement for parents to sign

♦ **Truancy:**

- More communication on day of issue
- More sports - classroom league for attendance
- Increase student activities
- Penalize parents re: money
- Resources for parents having difficulties
- For repeat offenders, something more substantial than a parent note
- Saturday school to recoup ADA

♦ **Parent Engagement:**

- Hours required
- Language classes for parents:  
Spanish → English  
English → Spanish
- PIQUE - Parent empowerment
- Inspire - for parents
- CAFE - parent activities (CA Assoc Bil Educ)
- Agreement about rules of school; how hours count
- Parent contracts.....
- Room parent - rotating schedule for parents
- Engaging parents during non-instructional time
- Move parent center near security

♦ **Special Education:**

- Teach sub plans - who are Spec Ed students
- Socialization for teachers so teachers know how to work with students
- Sub has same qualifications to be able to work with students
- Socialization to get students better able to work with others, i.e. like disability-socialization
- Give more mainstream opportunities

- Early identification
- Psychologist for Longwood

◆ ELL:

- GLAD - different way of instructing ; maximizing all areas (strategies)
- SOARE(?)
- Good accent - English and Spanish
- More time during day for more English development

## Longwood Staff Notes

### 5/14/10

- ◆ Gift cards for teachers as incentives for attendance, inputting data on OARS, etc
- ◆ Academic conferences - mini-SSTs for students within a grade level (2<sup>nd</sup> year)
- ◆ Data-talks with individual teachers and administrator (1<sup>st</sup> year)
- ◆ Perfect attendance rewards weekly instead of monthly
- ◆ Violence/bullying prevention for parents and teachers
- ◆ ½ time or full time aide in each classroom
- ◆ Truant officer to visit families for absences and tardies
- ◆ PIP for intermediate students also
- ◆ One-on-one tutors to frontload instruction
- ◆ Continue using Making Meaning curriculum for ALD
- ◆ Universal Access (differentiated instruction) training models
- ◆ Teachers observing other teachers in same grade level at the site or other sites
- ◆ Teachers observing administrators teach
- ◆ Parents in classrooms volunteering/feeling welcomed; deprivatizing practice
- ◆ Coordinating parent volunteers
- ◆ Community/Parent building (parents believing that they are also an asset to the educational setting)
- ◆ Kinders going to/visiting local college and universities
- ◆ College/University represented by each teacher wearing college attire/college booths
- ◆ "College consciousness" curriculum

## HARDER NOTES

April 16, 2010

- ◆ Good classroom management
- ◆ Strong rapport with students
- ◆ Have clear objectives for the lessons
- ◆ Prepared; who knows the concept
- ◆ Passionate
- ◆ Understand content; strong subject knowledge
- ◆ Want the classroom/home/bond
- ◆ Plan for teachers to involve the parents in the classrooms
- ◆ Have a contract with the parents? for meetings?
- ◆ A teacher who has a commitment to the community; who wants to be there
- ◆ “Demands respect” from class
- ◆ Gets S’s “excited about learning”
- ◆ Even with the large numbers, the class focuses
- ◆ Particularly in the Fourth grade
- ◆ S’s “want to be there”
- ◆ Motivates students
- ◆ Has to be “parent involvement” put into plan
- ◆ Plan for communication
  - teacher-parent
  - website for each teacher
  - not just a piece of paper
- ◆ Wants to have the greater school community

## **HARDER**

### **Positive Climate**

#### **Needs:**

#### **Barriers:**

- Time and money
- For supervisor meetings
- Budget
- Information between teachers and office not clear
- Unwillingness to get along with certain groups (based on race, language, "cliques")
- Teachers should not eat during instructional time

### **Academic Excellence**

#### **Needs:**

#### **Barriers:**

- For school wide discipline program
- Budget
- Option to take training during summer/school year; union contract
- Money
- Students should not be sent out of the classroom for timeout
- Low student identified early in year
- Money for Reading Program
- Money for Spelling Program
- No consequences
- No administrative follow-thru
- For Fine Arts before school

## **Dropout Prevention**

### **Needs:**

### **Barriers:**

- More Professional Development on one topic at a time

## **Parent Engagement**

### **Needs:**

### **Barriers:**

- Time and money
- Students coming to school on time

## **Student Attendance**

### **Needs:**

### **Barriers:**

- Can't SARB parents for less than 30 days

## **SOLUTIONS**

- ◆ “A little talk” following school process
- ◆ Need a supplement program to increase CST scores
- ◆ No combo classes
- ◆ Strong principal - guidelines straight
- ◆ Data entry person
- ◆ Hire staff to teach interventions
- ◆ Tribes
- ◆ Assemblies
- ◆ Incentive for uniforms
- ◆ School-wide behavior plan
- ◆ Principal/PRT bilingual (Spanish)
- ◆ Postings for positions - bilingual required
- ◆ Office Staff - bilingual and other language
- ◆ Bilingual liaison
- ◆ Classes to teach Spanish after school
- ◆ Fine Arts outside of school day
- ◆ More time for Teachers to work after school
- ◆ Teachers dressing professionally - uniforms for Teachers
- ◆ Parents following school policy
- ◆ Read naturally, works their way to get to proficiency
- ◆ 100% participation and accountability
- ◆ Parents trained re: teacher requirements i.e. behavior



## QUESTIONS

- ✱ What would be the process to provide senior teachers with placement?
- ✱ If the school becomes a charter, would they continue to accept out of district transfers?
- ✱ Will these models override the teacher's union contract? (working hours, etc.)
- ✱ Does "turnaround leader/office" replace SSC?
- ✱ What is considered "financial incentive"?
- ✱ What is meant by "distribution of teachers by performance level"?
- ✱ Question about how Tennyson got on list regarding Federal funds not given?

## NEEDED RESOURCES

- ✱ List of "similar schools"; high schools-driving district that are "10's" in API rank
- ✱ Special Education grades for Tennyson
- ✱ When will new principal be hired for Tennyson?
- ✱ Who will be on the interview panel for principal and for the teachers?

## HARDER MEETING May 7, 2010

### Instructional Minutes (Tiempo de instrucción)

- ◆ Give tutoring after school by teachers
- ◆ Saturday schools
- ◆ Post class lessons online for parents to review
- ◆ Cross curricular lessons
- ◆ Staggered reading - especially now that K-3 class is going to 32
- ◆ Writing, reading, etc. for a purpose, e.g. pen pal, citizen project, etc. (Soc. Studies)
- ◆ Collaboration time for staff
- ◆ Instructional minutes - give students a ten minute break between subjects - get up and move

### Student Engagement (Participación de los estudiantes)

- ◆ Standard-based assemblies
- ◆ Make learning fun; make games out of learning
- ◆ Need books, encyclopedias, atlas'
- ◆ Activboard/Smart Board and accessories (Promethean - students get "clickers" to submit their answers and participate; allows all students to be engaged
- ◆ Become more technical in education process; the more technical, the more students will get involved (like computer games)

- ◆ Focus needs to be on children's education. If a student is doing great, they should be recognized, as well as, the ones that may need help in certain areas
- ◆ Afternoon tutoring for math
- ◆ Computer club at school
- ◆ Student achievement can be better achieved by parents working together!! Harder has too many issues with Hispanic parents trying to separate themselves. All students should be considered equal and focus should remain on education
- ◆ Making sure that all students efforts are acknowledge
- ◆ All children should be praised or awarded for achievement
- ◆ Students would feel more comfortable if parents were working together; segregation solves nothing
- ◆ Reference books - atlas, encyclopedia, thesaurus; it is on the STAR test, students need to know what it is
- ◆ Specific teacher for Inside Program otherwise a teacher will not have their class, they will be farmed out for 3 hours a day; equals no consistency, personal connection or monitoring for students
- ◆ Kindergarten play structure needs to be better
- ◆ Calculator Club is helpful and the children enjoy it!
- ◆ Children also enjoy awards and be complimented on good work

## Student Attendance (Asistencia de estudiantes)

- ◆ Attendance incentives for students, i.e. carnival or dance for perfect attendance each trimester
- ◆ Perfect attendance reward with pictures
- ◆ Having assembly for perfect attend
- ◆ Students need to feel safe - implement "Peaceful Playground" program
- ◆ Rewarding all the kids

- ◆ Attendance incentives for students - like a necklace that they add charms to

## Teacher Attendance (Asistencia de maestros)

- ◆ Offer staff development during the summer to all teachers, even if they are on "laid off" status, because when we return we are forced to take training during the school year
- ◆ Working copy machines
- ◆ Teachers need to feel secure about job
- ◆ Grant writer
- ◆ Elmos in every classroom - saves paper; classrooms fully supplied
- ◆ Perfect attendance awards for teachers
- ◆ T's given incentives for 90% attendance e.g. 3 extra days per year
- ◆ Teachers may feel stressed out, therefore, they may take days off. Teachers should be able to come to school with a clear mind so they can teach the students

## Discipline (Disciplina)

- ◆ Climate meeting with student, parent and team of teachers; set clear behavior goals for students who are having troubles, e.g. deal with one behavior at a time so student feels successful
- ◆ Students should have detentions and in-school suspension that is served in a room on the Harder campus; excessive problems should be taken seriously, otherwise the child won't take teachers and staff seriously

- ◆ Detention rooms
- ◆ Social skill classes
- ◆ No tolerance for bullying
- ◆ Teaching them respect and behavior
- ◆ All parents should have to sit in the classroom of a misbehaved child
- ◆ Support of teacher discipline
- ◆ School-wide discipline policy implemented and followed through
- ◆ Both positive and negative consequences for behavior

### Truancy (Problemas de inasistencia)

- ◆ School bus to pick kids up
- ◆ Parent education - some parents keep kids out all day for little brother's dr. appts and send them to school when sick

### Parent Engagement (Participación de los padres)

- ◆ Websites for teachers that can be accessed by parents - school loops
- ◆ Zangle has capability for parents to access, but we don't know how
- ◆ Make parents sign contract
- ◆ Get the parents in the classroom and involved in fundraising and student activities
- ◆ Parent volunteers working in classrooms
- ◆ Create parent involvement by homework online
- ◆ Create a parent involvement program

## Special Education (La Educación Especial)

- ◆ Regular Ed students work with Special Ed students - possible reward builds character
- ◆ Children should be given more time for special education
- ◆ Set realistic goals with materials given to teacher
- ◆ Include Special Ed in more activities

## ELLs - English Language Learners (Aprendices de ingles)

- ◆ Translator for written communication
- ◆ School labels, ex: door/\_\_\_\_\_ (Spanish) or Please Walk in the Hallway/\_\_\_\_\_ (written in Spanish also), etc.
- ◆ ELL is not just for Spanish students, it should have all language represented
- ◆ Realia kits for ELL's and others; vocab

## Number of Students Who Score Proficient (Número de estudiantes a nivel proficiente)

- ◆ Data entry person
- ◆ Show students data and discuss growth - make them part of the process
- ◆ Goal setting with students
- ◆ Report test scores quicker so teachers can make adjustments if needed
- ◆ Reward system for student achievement
- ◆ Computer programs for struggling readers

## Use of Evidence Based Strategies (Uso de estrategias basadas en pruebas)

- ◆ Formula for success - Dale Skinner
- ◆ Use of curriculum associates starting at the beginning of the year
- ◆ Find out what is working for successful teachers
- ◆ Structured collaboration and team building activities for staff
- ◆

## Harder Notes

### 5/14/10

#### What we want:

1. Hire more teachers - dedicated ones
2. No combo classes
3. Full-time Vice Principal
4. Full-time janitors - school is dirty, bathrooms stink
5. Need librarian and working library
6. After school tutoring - homework club, math club
7. Saturday school
8. Document/LCD projectors
9. Have subs specifically for Harder
10. Every class needs to have an encyclopedia/atlas
11. Need a PTA with direction - possible parent donations
12. Working copy machine
13. Diverse and parent rep on school committee
14. Curriculum associates
15. More PE equipment and instructions (for recess)
16. CPR - for yard duty personnel and supervisors
17. Dress code - all pants must be at waist level with a belt
18. Celebrate all cultures' holidays (it would help in geography, history and inter. potluck!!)



